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# THE SCHOOL JOURNAL

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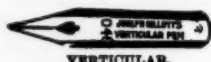
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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions must be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

## Curfew.

Cover the fire, put out the lights,  
The weary work of the day is done.  
The shadows of night are on vale and heights,  
We may sleep and rest till another sun.  
Cover the fire, put out the lights,  
The tasks of the year are over and done.  
We have trodden our valleys, and climbed our heights  
In life's hard fight we have lost or won.  
Cover the fire, put out the lights,  
Smile in the dark, when the day is done.  
We are God's dear children, in days and nights,  
And safe in His love our swift years run.

—Harper's Bazar.

## The Christmas Bells are Ringing.

By Josephine Pollard.

Peace and good-will! Peace and good-will!  
The Christmas bells are ringing still,  
As once they rang upon the height  
Where shepherds watched, that wintry night,  
Long years ago!  
Ah, sweetly, sweetly, do they chime,  
In notes of rapture so sublime,  
That through out hearts their echoes thrill,  
Peace and good-will!

Now soft and low! Now soft and low!  
We hear the liquid numbers glow;  
Then sweetly, sweetly, rising high,  
They meet with those beyond the sky,  
In joyous swell!  
Till hearts below and hearts above  
United are in bonds of love,  
And richest dews of grace distil,  
Peace and good will!

This holy chime! This hold chime!  
Recalls the scene, of olden time,  
When all the midnight clouds gave way  
To usher in the glorious day,  
So long desired;  
O, bells! ring on and spread through earth  
The tidings of a Savior's birth,  
Till mortals everywhere fulfil  
Peace and good will!

—St. Joseph Journal.

## A New Pedagogical Movement.

By Maximilian P. E. Groszmann, Ph. D.

A strong movement for improving the condition of public elementary instruction has sprung up in Germany. The "German Teachers' Association" at its last year's convention discussed the question: "What branches must be added to, or removed from, the curriculum of the elementary school to conform with the demands of modern pedagogy?" Of the resolutions adopted as an outcome of this discussion, the following are particularly noteworthy:

(1) The German elementary school (Volksschule), supplemented by the obligatory people's secondary school (Fortbildungsschule), which latter forms a necessary constituent part of organized public education, has the office to educate its pupils so that they may become efficient (Vollwerthige) members of the present national organism (Kulturgemeinschaft), to the measure of their respective intelligence, and in proportion to the time allotted to such education.

(2) For this reason, instruction in the elementary schools must be so arranged that each child, as far as this is possible, may be afforded unrestricted access to all that constitutes the nation's peculiar culture; that the pupils may learn to make ready, practical use of these treasures of national civilization; that the social life of the nation and the community of interests be better understood by them, and an inspiring consciousness of social and political duties be awakened in their minds.

(3) Instruction in the lower elementary grades should be so adjusted that these grades become the foundation of education for all classes of society, and the pupils may pass from them directly on to all the higher institutions of learning.

(4) In the upper grades of the elementary school the training for an intelligent appreciation of the common interests of the nation (Gemeinschaftsleben) and of the practical duties pertaining to the life of the individual must be much more emphasized than has been done heretofore.

It will be seen from these resolutions that the "German Teachers' Association" demands a similar differentiation of public instruction from a common starting point, as has been proposed by the writer,\* with regard to the organization of the American public school; to quote from loc. cit., "In the sixth or seventh school year, at a period of the child's life when his natural tendencies and capacities have had time to develop sufficient strength, the curriculum of the public school might branch out in two distinct directions, the one leading on toward higher intellectual achievements and the

\* "The Common School and the New Education." (C. W. Bardeen, Syracuse,) pp. 7 and 8.

learned professions, the other tending to finish the common school course proper. . . Care must be taken not to erect insurmountable barriers between the elementary and the "preparatory academical" schools, so that a passing from one to the other, when found advisable or desirable, may not be prohibited. An attempt to introduce such a scheme of differentiation in practice has been made by the writer while he was superintendent of the ethical culture schools of New York.

In compliance with the resolutions cited above, and for the purpose of bringing about a practical realization of the demands contained therein, the executive board of the association, together with the central committee of the "Society for the Promotion of Popular Education," (*Gesellschaft fuer Verbreitung von Volksbildung*), have issued a circular inviting competitive plans for adapting the instruction in the mother tongue, history, geography, science, arithmetic, geometry, and the domestic arts to the noble aims outlined in the program given above.

The "Ethische Kultur," Berlin, calls the attention of its readers to this circular, and declares emphatically that this is a matter in which all those ought to take an active interest who at all care for the advancement and propagation of national culture and civilization. "It requires but little reflection to realize that our culture can be saved from total, or at least partial, decay only if we secure for our children not merely an inheritance of machinery, libraries, and art treasures, but also such an education that these possessions, dead things in themselves, may become living forces in their souls. . . . True, one-sidedness is for many a necessary condition of individual power. An individual artist or scholar may therefore be pardoned if he creates his works, or pursues his scientific investigations, indifferent as to who or how many may understand and appreciate him. He yet may add his share to the sum total of the objective elements of culture. But artists and scholars in their collective capacity as a brotherhood or professional body, cannot be allowed to assume this attitude of indifference. Many, if not a majority of them, must be expected to have present in their consciousness a pedagogical idea and solicitude; they must experience a deep and serious concern in the education of the people and the people's children so that beauty and truth, if not in all their manifestations, yet certainly in those that are elementary and fundamental may become the ideal possessions of the nation. Neither art nor science can reach the top of development unless the creative and scholarly minds are constantly inspired by that sense of responsibility which only the presence of a large congregation, sitting at their feet, can call into existence. . . . But how many painters and sculptors have ever taken a serious interest in the problem of how to familiarize the people and the people's children with the creations of representative art? Where is there an enumeration of paintings and sculptures selected to meet the needs of young children so that they may learn to appreciate the ideas which these master-works express? Or where are the musicians and composers of note who would care to examine the song books used in our people's schools, and to give the compilers of these the benefit of their expert advice? Has any professor of literature ever taken pains to critically review the readers and anthologies prepared for

our elementary and higher schools? And there are perhaps few professional geographers, historians, and scientists who have come to the assistance of educators by indicating to them what, in their respective branches, is most essential and fundamental. English scholars have been much more ready and far-sighted in this respect."

Indeed, and American scientists, and artists, too, we may add. The teachers in American schools have gained much from expert advice, freely offered.

The great earnest appeal of the editor of the "Ethische Kultur" to the pedagogical conscience of the educated classes of Germany reveals how sadly German elementary schools are in need of intelligent reform, as to their course of instruction, their general organization, and their purposes and aims. In the fatherland of Froebel and Herbart there is at present relatively little of that activity along pedagogical lines that characterizes the educational awakening in France and the United States. In spite of the efforts of some enlightened pedagogues, the tide of educational interest, especially as regards the education of the masses, runs low; there is lack of freedom and development, caused by the merciless bureaucratic régime which tends to organize and lord over the teachers in military fashion, stifling independent thought and experiment in a large measure, and discouraging criticism. Let us hope that this new movement will bear good fruit!

*Comenius Grove, Vairo, Va.*

### Santa Claus.

(Let the first line be given by a small boy as a herald, carrying a trumpet, and dressed in tunic, tights, and velvet cap. The second line is taken up by Santa Claus, in costume of fur, with white beard and hair.)

A voice from out of the northern sky:

"On the wings of the limitless winds I fly,  
Swifter than thought, over mountain and vale,  
City, and moorland, desert, and dale!  
From the north to the south, from the east to the west,  
I hasten, regardless of slumber or rest;  
O, nothing you dream of can fly as fast  
As I on the wings of the windy blast!

"The wondering stars look out to see  
Who he that flieth so fast may be,  
And their bright eyes follow my earthward track  
By the gleam of the jewels I bear in my pack.  
For I have treasures for high and for low:  
Rubies that burn like the sunset glow.  
Diamond rays for the crowned queen;  
For the princess, pearls, with their silver sheen.

"I enter the castle with noiseless feet;  
The air is silent, and soft, and sweet;  
And I lavish my beautiful tokens there;  
Fairings to make the fair more fair!  
I enter the cottage of want and woe;  
The candle is dim, and the fire burns low;  
But the sleepers smile in a happy dream  
As I scatter my gifts by the moon's pale beam.

"There's never a home so low, no doubt,  
But I, in my plight, can find it out;  
Not a hut so hidden but I can see  
The shadow cast by the lone roof-tree!  
There's never a home so proud and high  
That I am constrained to pass it by,  
Nor a heart so happy it may not be  
Happier still when blessed by me!

"What is my name? Ah, who can tell,  
Though in every land 't is a magic spell.  
Men call me that, and they call me this;  
Yet the different names are the same, I wis!  
Gift-bearer to all the world am I,  
Joy-giver, light-bringer, wher'er I fly;  
But the name I bear in the courts above,  
My truest and holiest name is LOVE!"

—Julia C. R. Dorr.

## Learning Languages.

### The Hamiltonian System.

By the late Richard A. Proctor.

Sydney Smith wrote an essay about seventy-two years ago, on the Hamiltonian system of learning languages, and the following passages will give his views, before giving our own experience with it.

"One of the first principals of Mr. Hamilton is to introduce very strict, literal, interlinear translations, as aids to lexicons and dictionaries, and to make so much use of them that the dictionary or lexicon will be for a long time little required. In this way Mr. Hamilton contends (and appears to contend justly), that the language may be acquired with much greater ease and despatch than by the ancient method of beginning with grammar and proceeding with the dictionary. We will presume at present, that the only object is to read, not write or speak the language correctly, and that the pupil instructs himself from the key without a master, and is not taught in a class. We wish to compare the plan of finding the English word in such a literal translation, to that of finding it in dictionaries—and the method of ending with grammar, or of taking the grammar at an advanced period of knowledge in the language, rather than at the beginning. Every one will admit, that of all the tiresome labors of life, the labor of lexicon and dictionary is the most intolerable. Nor is there a greater object of compassion than a fine boy, full of animal spirits, set down on a bright, sunny day, with a heap of unknown words before him to be turned into English before supper, by the help of a ponderous dictionary alone. The object in looking into a dictionary can only be to exchange an unknown sound for one that is known. Now, it seems indisputable, that the sooner this exchange is made the better. The greater the number of such exchanges which can be made in a given time, the greater is the progress, the more abundant the *copia verborum* obtained by the scholar. Would it not be of advantage if the dictionary at once opened at the required page, and if a self moving index at once pointed to the requisite word? Is any advantage gained to the world by the time employed in finding the letter R, and then in finding the three guiding letters R A S? This appears to us to be pure loss of time, justifiable only if it be inevitable; and even after this is done, what an infinite number of difficulties are heaped at once upon the wretched beginner! Instead of being reserved for his greater skill and maturity in the language, he must employ himself in discovering in which of many senses which his dictionary presents, the word is to be used; in considering the case of the substantive, and the syntactical arrangement in which it is to be placed, and the relation it bears to other words. The loss of time in the mere mechanical part of the old plan is immense. We doubt very much if an average boy, between ten and fourteen, will look out or find more than sixty words in an hour; we say nothing at present of the time employed in thinking of the meaning of each word, when he has found it, but of the mere discovery of the word in the lexicon or dictionary. It must be remembered, we say an *average* boy—not what Master Evans, the show boy, can do, nor what Master Macarthy, the boy who is whipped every day can do, but some boy between Macarthy and Evans; and not what this medium boy can do, while his mastigophorous superior is frowning over him, but what he actually does, when left in the midst of noisy boys, and with a recollection that, by sending to the neighboring shop, he can obtain any quantity of unripe gooseberries upon credit. Now, if this statement be true, and if there are 10,000 words in the selection to be translated, here are 160 hours employed in the mere digital process of turning over leaves! But, in much less time than this, any boy of average quickness might learn, by the Hamiltonian method, to construe the entire selection, with the greatest accuracy, and the most scrupulous correctness. The interlinear translation of course spares the trouble and time of this mechanical labor. Immediately under the foreign word is placed the English word. The unknown sound therefore is *instantly* exchanged for one that is known. The labor here spared is of the most irksome nature; and it is spared at a time of life the most averse to such labor; and so painful is this labor to many boys, that it forms an insuperable obstacle to their progress. They prefer to be flogged, or sent to sea. It is useless to say of any medicine that it is valuable, if it is so nauseous that the pa-

tient flings it away. You must give me, not the best medicine you have in your shop, but the best you can get me to take.

Our author then illustrates the dictionary method; but he wrote at a time when as yet, even the idiocy of supplying boys with only Greek-Latin lexicons had not been corrected. We omit the passage, though instructively showing to what lengths educational absurdities may go; and also that they are not quite hopelessly long-lived, Sydney Smith speaks of this particular case as an "afflicting piece of absurdity."

"The recurrence to a translation is treated in our schools as a species of imbecility and meanness, just as if there was any other dignity here than utility, any other object in learning languages than to turn something you do not understand into something you do understand, and as if that was not the best method which effected this object in the shortest and simplest manner.

"If a boy were in Paris would he learn the language better by shutting himself up to read French books with a dictionary, or by conversing freely with all whom he met? And what is conversation but an Hamiltonian school? Every man you meet is a living lexicon and grammar—who is perpetually changing your English into French, and perpetually instructing you, in spite of yourself, in the terminations of French substantives and verbs. The analogy is still closer, if you converse with persons of whom you can ask questions, and who will be at the trouble of correcting you. What madness would it be to run away from these pleasing facilities, as too dangerously easy—to stop your ears, to double lock the door, and to look up *chickens*; *taking a walk*; and *fine weather*, in the dictionary, and then, by the help of a grammar, to construct a sentence which should signify, '*Come to my house and eat some chickens, if it is fine!*'"

"But what is to become of a boy who has no difficulties to grapple with? How enervated will that understanding be to which everything is made so clear, plain, and easy! No hills to walk up, no chasms to step over; everything graduated, soft, and smooth. All this, however, is an objection to the multiplication table, to Napier's bones, and to every invention for the abridgment of human labor. There is no dread of any lack of difficulties. Abridge intellectual labor by any process you please—multiply mechanical powers to any extent—there will be sufficient, and infinitely more than sufficient, of laborious occupation for the mind and body of man. Why is the boy to be idle? By-and-by comes the book without a key; by-and-by comes the lexicon. They do come at last—though at a better period. But if they did not come—if they were useless, if language could be attained without them—would any human being wish to retain difficulties for their own sake, which led to nothing useful, and by the annihilation of which our faculties were left to be exercised by difficulties which *do* lead to something useful—by mathematics, natural philosophy, and every branch of useful knowledge? Can any one be so foolish as to suppose that the faculties of young men cannot be exercised, and their industry and activity called into proper action because Mr. Hamilton teaches, in three or four years, what has (in a more arduous system) demanded seven or eight? Besides, even in the Hamiltonian method it is very easy for one boy to outstrip another. Why may not a clever and ambitious boy employ three hours upon his key by himself, while another boy has only employed one? There is plenty of corn to thrash, and of chaff to be winnowed away, in Mr. Hamilton's system; the difference is, that every blow tells, because it is properly directed. In the old way, half their force was lost in air. There is a mighty foolish apothegm of Dr. Bell's, that it is not what is done for a boy that is of importance, but what a boy does for himself. All this depends entirely upon a comparison of the time saved, by showing the boy how to do a thing, rather than by leaving him to do it for himself. Let the object be for example, to make a pair of shoes. The boy will effect this object much better if you show him how to make the shoes, than if you merely give him wax, leather and thread, and leave him to find out all the ingenious abridgments of labor which have been discovered by experience. The object is to turn Latin into English. The scholar will do it much better and sooner if the word is found for him, than if he finds it—much better and sooner if you point out the effect of the terminations, and the nature of the syntax, than if you leave him to detect them for himself. The thing is at last done *by the pupil himself*—for he reads the language—which was the thing to be done. All the help he has received, has only enabled him to make a more economical use of his time, and to gain his end



sooner. Never be afraid of wanting difficulties for your pupils; if means are rendered more easy, more will be expected. The horse will be compelled or induced to do all that he can do. Macadam has made the roads better. Dr. Bell would have predicted that the horses would get too fat; but the actual result is, that they are compelled to go ten miles an hour instead of eight."

## Vertical Writing. II.

By E. W. Cavins, Normal University, Normal, Ill.

(This is the second of a series of articles which have for their purpose to outline and give suggestions upon a course in vertical writing for intermediate and advanced pupils in graded and ungraded schools. It is an extension of the course in the Illinois State Course of Study, revised in the spring of 1897.

For the consideration of "materials," "position," "penholding," "movement," and "how to practice," and of the question: "Should forearm or finger movement be made the basis of the work?"

See the first article of the series in THE SCHOOL JOURNAL for October 30

### VARIETY OF METHOD.

Many pupils take but little interest in writing, and, consequently, improve but little, if any, because of the monotonous, never-changing method prescribed by their teacher.

The nature of the subject makes many repetitions of certain forms and letters necessary, but to repeat them always in the same connection, using the same kind of materials, and approaching them each time in the same way makes learning to write as irksome as turning the grindstone.

Perhaps the best guiding principle is: Unity of purpose with variety of method.

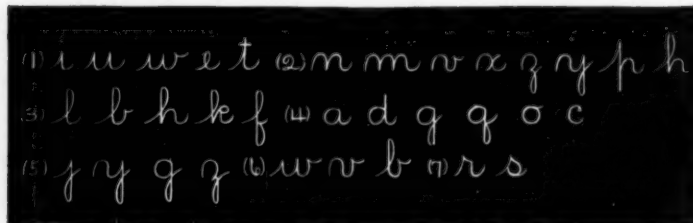


Fig. 1.

Take an example from group 2 of the small letters, classified as in Fig. 1.

Compare with one another n, m, v, x, z, y, p, and h. They all have a part in common. That element is repeated once in each other letter, in n twice, and in m three times. Hence, it is used eleven times in the alphabet. Should it not have special attention, that it may be well learned?

Let the unit of purpose in a series of six lessons be to fix the habit (for that is what writing consists of) of making that element easily, rapidly, and well.

For the first lesson, send the class to the board; one purpose of this lesson being to impress a correct mental picture. Draw the first part of n very large, as in



Fig. 2.

Describe it as you do so while the class pay attention. Let some pupil repeat your description, then let pupils draw. Make again the same form, but half the height and width. Let pupils do likewise. Again: Draw a "mate" to the smaller form. Lastly: Since the turns at the top are broad, the lower turn should be correspondingly broad. Conclude the lesson by asking each pupil to write a half dozen good n's.

Suggestion: Teacher may pass around and erase letters that are not satisfactory.

For the second lesson, review briefly, and continue by having each pupil, at the board, write a square yard of n's as rapidly as he can write to do good work. Write also some small words which use n or m.

For the third lesson, let each pupil prepare a paper, showing the steps from the hat to the n, a section of small n's, and a number of short words beginning with n or m.

For the fourth lesson, continuing on practice paper, review w (which should have been studied as the type of group 1, Fig. 1), and take up v. Show how the first part of n and the last part of w come together in v. Use care at the lower part of the first downward stroke to avoid an angle. After some drill on v, let each pupil write as many words beginning with v as he can think of. If he cannot think of many, he may fill his space with v's, with especial care on the first part.

For the fifth lesson, if copybooks are used, write the copy that uses the greatest number of letters belonging to group 2, Fig. 1.

For the sixth lesson, write body writing from the lesson in language, or some other subject. Be particularly careful to make well the common element of group 2. Underline letters containing it wherever they occur.

By advancing to other letters of group 2, by keeping up the review, by writing at the board, on practice paper, in the copybook, by approaching the same letter at different times in a different manner, and in various connections with other letters, keeping always a definite purpose, which pupils also understand, the habit of making the common element of group 2, Fig. 1, easily, rapidly, and well will probably be secured.

The foregoing suggestions may be followed where either finger movement or forearm movement is the basis of the work; but the exercises and suggestions which follow are applicable only to forearm movement practice.

Review the subject of "Movement" in the first article of this series. Notice especially what is said on speed, freedom, regularity, and "how to practice."

The exercises of last month (1, 2, 3, 4, 5, and 6) should be practiced quite as much as the advance. Probably each lesson should include some practice on a review exercise. Many of the movements are difficult and discouraging at first. Have much work done at the board, especially when taking up new exercises; one can more readily acquire a new movement with crayon than with pen.

Exercises 7, 8 and 9 give practice on the common element of group 2, Fig. 1. They are important and by no means easy to acquire.

In Ex. 7 try to accomplish, next after free movement, three results:

1. Vertical downward strokes. 2. Broad, even turns at the top. 3. Uniform spacing.

If one point is taken up at a time, efforts will be more effectual. Write groups of the exercise of such length that four will fill a line of foolscap. Write not less than four or five lines per minute.

Exercises 8 and 9 present an additional difficulty—that of connecting the letters with a compound curve. To accomplish this make each letter quickly, but slow up the movement in the last downward stroke on coming to the curve. The three parts of m should be similar.

Write three letters in a group, five groups of n's, or four of m's to a line, and three or four lines per minute.

Which do we use more frequently, small letters or capitals? Count the letters on a page of body writing. What per cent. of them is capitals? Should we not give by far the greater share of attention to the small letters?

In vertical writing capitals are made small and simple. Those given in the copy belong to the direct oval group. Practice on traced and running ovals (Ex's. 1, 2 and 3) prepares one to undertake these capitals. Let free movement be the first object, then strive for control.

### Three Supervisors of Primary Schools Appointed.

St. Louis, Mo.—At the regular December meeting of the school board, it was resolved to dispense with the recently created position of fourth assistant superintendent. Instead, it was decided to appoint three supervisors of primary work, a chief supervisor, at a salary of \$1,800, and two assistants at \$950 each. Mrs. Fannie L. Lachmund, who for some years past has conducted a private school in the southern part of the city, was appointed to the position of chief supervisor. Miss Fannie B. Griffith, of the Stoddard school, and Miss Mary J. Grady, of the Marquette schools, were named for the assistants' position.

## The Teaching of Number as Ratio.\*

By Dr. Emerson E. White, Columbus, O.

The desire to be hospitable to all new theories and methods doubtless accounts for the silence of educators respecting the recent departure in teaching number as ratio. It is possible that the idea of ratio has not hitherto received sufficient attention in arithmetical instruction, and so long as experiments are made to ascertain what is possible and feasible in this direction, no one wishes to call the new theory in question. But the assertion that all instruction in arithmetic is erroneous that is not based fundamentally on ratio justifies an earnest inquiry as to the correctness of the ratio theory.

It may be true that every abstract number *may be considered* a ratio, but this is not the idea of number first possessed by children or by the race; nor is it the sense in which the term number is generally employed in mathematics. Permit me to call attention to a few facts.

1. The idea of number that is first in the mind of a child, as well as in the mind of the race, answers the question, *How many?* This first idea of number in the mind is a *collection of ones*. The idea of ratio is much later in its appearance. The child perceives that it has one mouth and two eyes, one nose and two ears, one head and two arms, two legs, etc., long before it has a glimmer of the idea of ratio, much less that the ratio of two equal quantities is *one*. There is nothing in the number records or present experience of the race which shows that its first number ideas are ratios. It may be confidently asserted that every person who reads these lines had not only an idea of number, but of many special numbers before he had an idea of quotient or ratio. These facts show that a number is not necessarily a ratio. The conception of a number as a ratio includes the idea of number and the idea of ratio.

2. The number ideas which first arise in the mind are occasioned by the phenomena of nature, or, if preferred, by environment and subjective experience. Nature occasions ideas of number by presenting to the mind one and more than one (many) objects or experiences. The mind discriminates between one and more than one, and the idea of number arises. The moment the mind perceives the number distinction between one object and two objects, it has the idea of number. This does not involve the idea of ratio. The number of objects in a group or events in a succession is gained by *numbering the group or succession*. The mother knows she has five children and the boy perceives that the cherry cluster has six cherries in it; that the bird's nest has four eggs in it, etc. Nature presents to the mind groups of objects *to be numbered*, and thus teaches number, and the number thus learned is a *collection of ones*, not a ratio. I have a suspicion that nature is a much wiser teacher of primary ideas than dabblers in philosophy.

3. The number one cannot have its *genesis* in the mind as the ratio of two equal quantities, for this involves the absurdity that the idea of "two" is in the mind *before* the idea of one. How can the mind compare two quantities before it perceives that *one quantity and one quantity are two quantities*, i. e., that *two is one and one*—a collection of ones. Nor is the difficulty obviated by leaving out the idea of "two," and simply comparing equal concrete magnitudes. In the absence of the idea of number the *ratio* between the equal magnitudes is not conceivable, for the idea of ratio involves number representatives. In the absence of number they are simply known as *equal* and three quantities may be equal as well as two. A philosopher may see or think he sees that the ratio between the two eyes in his head or the two ears on his head is the number one; but ordinary infants do not have the shadow of such an idea; and yet the four year old infant knows he has two eyes and two ears as certainly as the philosopher.

4. The theory that every number is a ratio excludes all *concrete numbers*. Every ratio is a quotient and every quotient is abstract, and hence every ratio is necessarily an *abstract* number. Take, for example, the concrete number 5 inches. It is clear that 5 inches is not a ratio, nor is the "5" in the expression 5 inches a ratio. It is true that 5 times 1 inch = 5 inches, and that the "5" in the first member of the equation (5 times 1 inch) may be considered a ratio; but the first member of the equation *expresses* a

*process*, and the second member (5 inches) is the *resulting number*, and this is not a ratio, but a collection of *concrete units*.

No theory of number that excludes concrete numbers can be a true working theory for primary instruction in arithmetic. Concrete numbers have a large place in the child's experience, and they should have the first and the chief place in number instruction. It may be added that a concrete unit is not necessarily an object that can be seen or touched, or even imaged. It may be a period of time, the duration of silence, a power of the mind, an idea or thought, a feeling, a wish, etc. Nor do all concrete numbers have a unit that is definite in consciousness. The unit is often as vague and indefinite as the number which it measures.

The above facts clearly show, as it seems to me, that the theory that all numbers are necessarily ratios is philosophically erroneous. If this conclusion be true, it follows that the basing of primary instruction in numbers on this theory is *an error in pedagogy*. The child's ideas of number do not involve the idea of ratio, and nothing can be gained by forcing the idea of ratio into early number processes. Further, since the ideas of numbers as collections of ones are acquired before the idea of product, and the idea of product before the idea of quotient, it seems to follow as a sound pedagogical principle that factor and ratio ideas and processes should be taught *after* the child has clear ideas of primary numbers and some skill in numbering objects, if not in combining and separating numbers. This early instruction in number should not deal too exclusively with objects that can be seen and handled. It is easy to make number lessons too *sensuous*, as well as too abstract.

But I shall not here attempt to pass judgment on what is called the ratio method of teaching number. In actual practice a method is often much better than the theory which it is supposed to embody. Beautiful lessons in form and measurement can be given to young children, but in such lessons, when not made artificial, number is incidental. The measurements of lines, surfaces, and solids, and the relations thus disclosed, belong primarily to geometry—the science of *space* relations, and may be made an important element in form training. Arithmetic deals primarily with *time* relations, and it would seem to be an error to make space relations the chief source of the child's ideas of number.

Permit me to add with no special reference to "ratio" method, that the early forcing of abstract relations and logical processes upon young children has been a *wide and serious error in primary instruction*, especially in arithmetic. In the past forty years, I have seen a half score of new methods of teaching number to young children, each attended with exhibitions of wonderful attainments. Forty years ago mental analysis was the hobby, and even primary classes were put through persistent drills in analytical reasoning. The marvelous feats in such reasoning by young pupils occasioned a genuine pedagogical sensation! An excellent training for pupils twelve to fourteen years of age was forced upon children as early as eight years of age. What was the result? Over thirty years ago one of the very ablest mathematicians in the United States, Dr. Thomas Hill, then president of Harvard college (*Ohio Educational Monthly*, pp. 5-10, 168-173, Vol. II.), with unusual facilities for ascertaining the facts, published the opinion that this early training in analytical reasoning had not only been fruitless, but "an injury to pupils." Pupils who were marvels in mental arithmetic at nine years of age became indifferent, if not dull, at fourteen. Teachers in grammar grades were surprised at the weakness of pupils in written arithmetic who had been prodigies in mental arithmetic in primary grades.

The Grube method, though not so great a pedagogical sinner, has had a similar history. What superintendent or teacher has found in the fifth or sixth school year arithmetical skill or power that could be traced back to the Grube grind in the first and second school years? Who now regrets to see the method retiring from the primary schools which it has so long possessed?

The forcing of young children to do prematurely what they ought not to do until they are older, results in what Dr. Harris calls "arrested development," and whether this be due to exhausted power or burnt-out interest, the result is always fatal to future progress. The colt that is over-speeded and over-trained when *two* years old, breaks no record at *six*. The same is true in the training of young children. There is such a thing as too much training in primary grades, an over-development of the

\*From *Intelligence*, Oct. 1, 1897. By permission of author and publisher.

mental powers, especially of the thought powers, including the reason. A little child may be *developed* into a dullard. More natural growth and less forced developments would be a blessing to thousands of young children. It is not what the child *can* do at six or seven years of age that settles questions of primary raining, but what he *ought* to do—*i. e.*, what is best for him to do at this stage of school progress. The position has never, to my knowledge, been questioned that the pupils in our schools pass through, as they go up in the grade, *three quite distinct psychic phases*—a primary phase, an intermediate phase, and a scientific phase. A clear recognition of these phases, with their characteristic activities and attainments, has resulted in fruitful reforms in school instruction, especially in primary grades. The tendency just now in some schools is to go back to the theory that an infant is a little man capable of causal reasoning, logical inferences, and philosophic insights; that he can not only understand but can appreciate the highest literature!

For one, I am very thankful that I was not forced when an infant over these elaborate "development" courses; that when a child I was permitted "to think as a child," and was not forced to think as a philosopher.

A few months since, I witnessed some number exercises in first and second grades in a Western city. The drill in the second grade (early in the grade) was called a "percentage exercise" though there was not a trace of a percentage process in it, the only hint in this direction being the word "per cent." at the beginning of each exercise and repeated at the close. The pupils recited from a written chart with remarkable facility and enthusiasm, and yet I left the room feeling sorry for the little ones, and with an earnest wish deep in my heart that every child could reach eight years of age ignorant and innocent of the word *per cent.* and its cabalistic sign (%).

Were I to be responsible for a child's arithmetical attainments at fourteen, I should insist that his training in number the first three years of school be made as natural and simple as possible, and kept largely free from attempted insights into abstract relations and premature efforts at analytical and logical reasoning, and I should strongly hope that he might be permitted to reach the third school year unhampered by such logical terminology as "because," "whence," "hence," and "therefore." If my pupil, at the close of the third school year, could add, subtract, multiply, and divide simple numbers (expressed say by one to five figures) *with facility and accuracy*, I would confidently guarantee his future progress and attainments in arithmetic. Were I to be personally his teacher in grammar grades, I should be delighted to find a few processes, principles, and applications out of which the juice had not been sucked in the lower grades.

## Laws of Squares.

By Will Scott, Pennsylvania.

### THEOREMS FOR DEMONSTRATION.

- 1.—The square of an even number is even.
- 2.—The square of an odd number is odd.
- 3.—Any odd square minus one unit is a multiple of 4.
- 4.—The sum of two even squares cannot be an exact square.
- 5.—The sum of two odd squares cannot be an exact square.
- 6.—The sum of two squares cannot be an exact even square.
- 7.—The sum of two squares may be an exact odd square.
- 8.—If the side of a square be increased by any number, the area will be increased by the square of the added number plus twice the product of the side into the added number.
- 9.—The difference between the square of the sum of two numbers and the sum of their squares is twice their product.
- 10.—The square of the difference of two numbers, plus four times the product of the numbers, is the square of the sum of the number.
- 11.—If 1 be subtracted from any odd square above unity and one-fourth of the square of this result be added to the odd square, the result is an exact square that is composed of two other exact squares. Algebraically, if  $x$  be an odd number,  $x^2 + \frac{(x^2-1)^2}{4}$  is an exact square composed of two other exact squares. This is true whether  $x$  be odd or not, but when  $x$  is even,  $\frac{(x^2-1)^2}{4}$

is a fraction or mixed number. In other words, one of the squares is not an integer.

### PROBLEM.

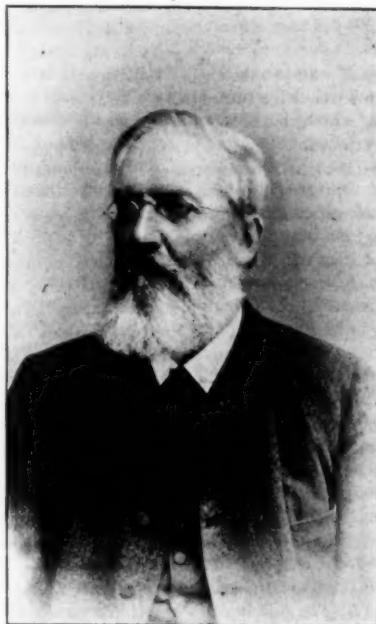
The base of a right-angled triangle is 81 feet. What are the lengths of the other sides, if they are integers?

## Autobiography of August Fick.

Translated from the German by Herman G. Kiehl, University of Texas.

Dr. Fick is the author of the *Indo-Germanic Roots* in Webster's Dictionary. He has published many works on philology in German.

I was born on the fifth of May, 1833, at Petershagen, near Minden, Westfalia. My father, Otto, born 1795, was the son of Pastor Fick, minister at Staplehorst, near Neuhaus, on the Elbe. While still a pupil of the gymnasium in Altona, he en-



Professor August Fick, Ph.D.

tered the "Lutzow'sche Freicorps" as a volunteer, took his leave after the campaigns of 1813-1815 with the character of superior lieutenant, and died in 1866, at Hildesheim, in the Hanoverian public service.

My mother, Wilhelmina, daughter of Pastor Hillefeld, minister at Liebenbaumen in the Dukedom of Lauenburg, was descended from a noble German-Bohemian family that left Bohemia after the battle of the "Weissem Berge," in the year 1621, on account of religious faith. Her ancestors, abandoning their nobility, devoted themselves to the clerical or medical profession.

I enjoyed a happy childhood, in the house of my parents and that of my mother's brother, who succeeded to the parsonage of my grandfather. I lived always in the country, receiving my first instruction from my mother and uncle. In 1843, my father was transferred to Hildesheim, and I visited the gymnasium of this town. Here in the "Nuremberg of the North," amid the monuments of past ages, began the historical interest which always guided me in my philological studies. In 1852 I visited the University of Goettingen, to study theology, as well as philology, a custom then in use.

Two elder brothers were ministers in America, in the service of the Evangelistic-Lutheran Missouri Synod; but my interest in philology, which had previously been awakened by teachers, especially Prof. Gravenhorst, an elegant translator of Greek dramas, remained.

My theological studies deepened my conviction that an understanding of history can only be acquired by placing the coming of Jesus Christ as the center of the whole. This opinion was also that of Karl Friedrich Hermann, the last of those philologists who were at home in the whole domain of classic



philology. With him worked men of letters, to whom I owe thanks for manifold hints, which allowed me to enter into more profound studies. I will mention only the historian, George Waitz, whose lectures on "German History" and "Germania" were an attraction for the students of all faculties.

It was not before the end of my studies that I was impressed with the uncertainty in the judgment of the monuments of the old classical literature. I especially disliked the customary treatment of the text-criticism, which almost always ended in making conjectures. The knowledge of languages and their different periods of development was too insignificant to allow a restoration of spoiled, or often only supposedly spoiled, texts. Sanscrit and comparative philology seemed to promise me an opportunity to penetrate the old languages, especially Greek, which captivated me from the beginning. I therefore studied both under the guidance of Prof. Theodore Benfey, who not only possessed a profound knowledge of Sanscrit, but also enriched the comparative philology with many a happy idea. He was the first who anticipated the dependence of the different grades of vowels upon the accent.

In 1858 I became instructor in the gymnasium in Goettingen. From this school issued in 1737 the newly-erected Georgia-Augusta, which, since its foundation, maintained a high place among scientific schools in Germany. Many of its teachers are also renowned as learned men. I mention only the theologian, H. D. Mueller, and Prof. Karl Hentze. During the years 1858-1866, my vocation as a teacher filled up all my time. I worked in history and geography more than in languages, the teaching of these sciences being almost entirely in my hands. In that time I wrote an essay, "to prove that the outlines of the continent have a regular design" (in the program of the gymnasium of Goettingen, 1862) and a philological study on the language of the Macedonians, which I classed among the Greek Idioms in Benfey's "Orient and Occident."

In 1866 I became "Oberlehrer" a short time before the breaking down of the kingdom of Hanover. The change to the new situation was effected without great commotion; in this agitated time the lessons were only stopped some few days.

My studies on history directed my thoughts to the earliest history of mankind, and proceeded therefrom as a matter of course. I continued in the meantime my studies in language, and essayed to throw light on the earliest history of our language by means of comparative philology, as Pictet had already tried to do. This was also the leading principle of my "Comparative Dictionary," which appeared for the first time in 1868, introduced by a preface from Prof. Benfey. This work was enlarged more and more in the later editions, and the material was amended, following the pursuits of science. But the trend remained the same, and to-day, as formerly, the work will be regarded as a linguistic-historical essay. The same fusion of linguistic and historical studies induced me to treat the "proper names," these being often the only rest that has come unto us from long-past ages. Basing upon the Greek proper names, I tried to prove that the principles of the giving of names of the Indo-German people of old ages were the same as our forefathers used. For example, *aqvas* = *ἄρκτος* *pferd*; *Cravas* = *κράτος*. *Rühm* already belonged in those past ages to the selected class of the names of words.

At the same time my essay on the "Europäische Spracheinheit" was written. In this work, I defended my theory of the "Stammbaum" against the "Wellentheorie" represented by Prof. Johannes Schmidt. Which of these views will be proved correct will only be shown by the continuing development of the historical studies on languages.

In 1868 my health was greatly impaired, and it became so uncertain in the following years that I had not strength to fulfil the duties of a teacher. I considered it fortunate that I was called to be professor of comparative philology in Goettingen in 1876, although at first only an assistant professor, the philosophic faculty in Goettingen regarding the comparative philology only as a superfluous ornament. I had already obtained the degree of doctor, which in Germany is indispensable to the acceptance of a university position. In 1872 the philosophic faculty of the University of Dorpat, which had been still its famous name, honored me highly by bestowing upon me, on the proposal of Leo Meyer, professor of comparative philology in Dorpat, the title of "Doctor Grammaticæ Comparativæ

Honoris Causa." By this, I was enabled to enter upon a university career.

Soon I liked my new manner of teaching; the students of classic philology seemed interested in the results of comparative philology, and visited my public lectures, in spite of occasional warnings; still more pleasure I received from the private intercourse with a number of young men, who formed in my house a linguistic society. Some of these young men became famous as scholars during later years. I mention here Hermann Collitz, professor in Bryan Mawr, Herbert Weir Smyth, also professor in Bryn Mawr, Fritz Bechtel, professor in Halle, Otto Hoffmann, professor in Breslau, and Otto Francke, professor in Königsberg.

But I got the greatest intellectual profit through daily intercourse with Adalbert Bezenberger, with whom I discussed all the scientific questions of that time. My friend's appointment to a professorship at Königsburg, in 1880, put an end to our daily intercourse, but not to our friendship, which unites us until this day. The outward connection is maintained by our common work upon the periodical founded by Bezenberger, "Beiträge zur Kunde der Indogermanischen Sprachen," and since 1891 in my "Comparative Dictionary."

The exact study of the Greek Epos led me to the belief (1880) that the older parts of Homer and of Hesiod were originally written in a form of language which has nothing in common with the Ionic dialect, and that the Greek epic poems owe their present Ionic coloring only to a later varnish. I tried to prove, and to make this clear in my edition of the *Odyssey* of the *Iliad* and of Hesiod. The careful study of the epic texts brought me to a still more important discovery; namely, that the old Greek epic poems are built up originally upon a strict system of numbers, and that they enlarged just as systematically by regular multiplication of the number of verses. I stated this fact in my edition of Hesiod, and in the additional appendix "on the counting of verses in the Homeric Epos" without gaining the favor of the classic scholars by these new ideas. The mistrust of my work was transferred, of course, also to the academic youth, and my lectures being mostly frequented by young students of classic philology, were, to some degree, neglected, and so that I welcomed the invitation to a professorship at Breslau in 1888.

Before this, Dr. Noah Porter, the editor of Webster's International Dictionary, honored me with a request to contribute to this book a treatise on the Indo-German roots of the English language. I tried to use in this work the historical method in order to prove that the roots of the most ancient language are preserved in our modern English. The editor, as well as the publishers, Messrs. G. & C. Merriam Co., kindly accepted this.

When I came to Breslau in 1888 I found there circumstances for good work favorable. The leading philologists, Martin Hertz, August Rossbach, and Wm. Studenund, acknowledged the value and importance of the comparative philology in the study of the old classic languages and literature. The students were inclined to accept at least certain results of the new doctrine, or to hear of them. At the same time I entered into important relations with the theologian, Rudolf Rotholl, whose history of philology has also been noticed in America, and with Theodore Weber, then professor of philosophy in Breslau, now bishop of the "Old-Catholics in Bonn." But the climate of Breslau renewed my old sufferings, and I was obliged to take a longer leave in 1890, and to ask my dismission in the following year; both were granted. After a sojourn in the South, on the Lake of Garda and in South Bavaria, I settled in the autumn of 1892 at Meran (Obermaia), and my health is so far restored that I am enabled to pursue my scientific labors until this day. Soon after my departure from Breslau, my part of the fourth edition of my "Comparative Dictionary" came out. Mr. Stokes furnished the old Celtic part, and my friend Bezenberger took upon himself the Slavo-Celtic and German part. My friend Bechtel helped to furnish a new edition of my "Greek Personal Names." In a series of essays in "Bezenberger's Beiträge" I have treated the Greek names of places, and I hope to treat in the same manner some categories of Greek nouns.

*Eggerhof, near Meran, Tyrol, Austria.*

## The Forum.

This department is intended for the free discussion of educational questions and often views may be expressed in the letters which THE SCHOOL JOURNAL cannot indorse, but which are thought-provoking and interesting enough to be worth the space they take up.

### Foot-ball as a Game for Boys.

So many publications have of late had their fling at football, that any one who has not followed the development of the game in the past ten years, is likely to get a very erroneous impression of it. Although the evils attending it have certainly diminished since 1894, the attacks upon it have never been so virulent as during the past season.

The opponents of the game may be divided roughly into two classes: first those who would discard it altogether; secondly, those who would restrict it to grown men, believing that it is no sport for young boys.

The latter class really has a strong case to present. Nearly all the serious accidents from the game occur among boys and untrained men, who go in recklessly, for a form of exercise that demands the most careful preparation. The rivalry between some of the preparatory schools, more intense than that between Harvard and Yale, is also far more unhealthy, and less tempered with the spirit of fair play. In some institutions there is an actual demoralization of the whole school during October and November.

This, however, must always be remembered, that where the abuses exist, it will almost invariably be found that the game is not under surveillance. My contention is that, properly safe-guarded, the game is eminently fit for boys. In the ideal school of the future it will hold an important position. Let us look at one or two of the restrictions that are needed to make the sport suitable for boys.

Every school should have a physician, and no lad should be allowed to play upon a team, or even to become a candidate for a team, without the physician's written consent. The regulation which is insisted upon in all the universities, ought to be even more strictly enforced among school boys.

The instructor in gymnastics should look after the training. The majority of accidents in the game are the result of lack of physical preparation. A fierce game like football demands seasoned muscles. There is a process of gradual toughening of fiber that should begin in September and culminate in the important game of the year. Boys, of course, should not be expected, in the years of their growth, to submit themselves to the severity of training the big teams undergo, but it should be the duty of the trainer to effect some discipline among them. Cigarettes should be banished from the pockets, sweetmeats from the table, and early to bed insisted upon. With a diet of beef and a modicum of hard exercise, the young athlete can easily be brought into such shape that football is a comparatively safe sport for him.

In every school there ought to be at least one young teacher, fresh from college, who will practice with the team, and, when the disparity of size and age is not too great, will play upon it. The presence of a teacher among school boys, is always a salutary influence in

their sports, and tends to prevent any vulgarity of speech or display of evil temper. There is no better way for a young instructor to win the respect of his pupils than by showing that physical fortitude which boys admire.

The model school should have an athletic field, and games should be conducted either upon it or upon the equally well-kept grounds of other schools. A great deal of mischief arises, in our city schools, from promiscuous playing upon vacant lots, where to the physical dangers that result from ground improper to the game, is added the presence of a very undesirable crowd of on-lookers.

With a few such restrictions football becomes pre-eminently the game for boys. It is now, in spite of the abuse to which mass plays have been subjected, much less dangerous to life and limb than in the old days of open play. In point, of strategic excellence it is easily the greatest athletic sport of the world, and one of which Americans should be especially proud, for it has reached its highest development among us. Certainly no one who has ever played it will be found reviling it; it is opposed almost by none who knows a safety from a touch-back.

Frederick William Coburn.

New York City.

### The Ideal Teacher.

She everything must know,  
And never feeling show,  
Strict discipline maintain,  
Yet, great affection gain.

She ne'er must cross nor scold,  
That's not the way we're told  
To govern wilful lad—  
No modern child is bad.

She never should get tired,  
Nor dare forget she's hired;  
But with a tact invincible,  
Please parent, "board," and principal.  
—Kathleen Kavanagh.

### A Christmas Carol.

I hear along our street  
Pass the minstrel throngs;  
Hark! they play so sweet,  
On their hautboys, Christmas songs.  
Let us by the fire  
Ever higher  
Sing them till the night expire!

In December, ring  
Every day the chimes;  
Loud the gleemen sing  
In the street their merry rhymes.  
Let us by the fire  
Ever higher  
Sing them till the night expire!

Shepherds at the grange,  
Where the Babe was born,  
Sang, with many a change,  
Christmas carols until morn.  
Let us by the fire  
Ever higher  
Sing them till the night expire!

These good people sang  
Songs devout and sweet;  
While the rafters rang,  
There they stood with freezing feet.  
Let us by the fire  
Ever higher  
Sing them till the night expire!

## The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING DECEMBER 25, 1897.

At the late meeting of the Rhode Island Institute of Instruction, the governor of the state asked, "Is the boy of eleven or twelve as well educated to-day as the boy of twenty-five to forty years ago? There are a large number of people who declare he is not, but they do not know what they are talking about. The work of the world is more complicated and heavier than it was, and yet these less educated boys appear to be able to handle it, and this is the test after all. That much more is demanded of the boy is clear enough, that we are meeting that demand is not so clear. The pressing needs are better teachers and the co-operation of parents; we cannot say we have either of these abundantly. It is too late to croak about the good schools we used to have."

That this is a world whose intellectual activity differs enormously from the world of 50 years ago is not taken sufficiently into account by those who declare the schools less efficient now than then. The kind of institutions that passed for schools then would excite amazement and ridicule now. If they were so good why did Horace Mann go around Massachusetts and try to arouse the people to better them? This is not to say the schools to-day cannot be improved, not at all that; it is to declare with emphasis that the schools have been improving for fifty years, and are better now than ever before.

A meeting was lately held in this city of teachers representing the Catholic schools, where the importance of being under the direction of the Regents was discussed and admitted. We think this movement should extend to all schools not supported by public funds. The main thing would be to have a course of study fixed, to have the Regents examine annually, and give certificates. If afterward the legislature should see fit to give \$5 public money for each pupil as he finished each year of the course, very few, we think, would object.

A very careful observer and thinker, who has given nearly a half century to the consideration of educational problems, lately remarked: "We are suffering for want of professional teaching. There is the man or woman who has got a place through influence of friends or politicians, and there is the wide awake young woman who has read some about the kindergarten, some about the history of education, some about nature study and child study, and has a very moderate scholarship to start with; both of these need to have a sound drill in methods of teaching, and nothing will take its place; they need to be set to thinking upon method. But this is not likely to be done, and hence their work will be very imperfectly done."

The Index to the Present Volume of THE SCHOOL JOURNAL will be published next week.

## A Timely Movement.

The so-called "private schools" represent a very important educational interest. This is not a good term; the same kind of school in England is termed a public school, the term "public" there showing that the school is open to all who are suitably prepared and can pay the fees. Once, in this state, there were scarcely any schools except the academies, and they did a great and noble work; a work that might not suit this age, but which suited the existing times very well. This was succeeded by a development of the public school interest, which weakened the academies for a time most grievously. A reaction has set in and there is to be an extensive development of the private school interest.

Henry Ward Beecher said he would have the public schools made so good that a private school could not exist. This sounded well, but it showed he did not understand the conditions of the problem. There is no antagonism between the two kinds of schools. The public school, as to its management is political. Its officials are chosen by popular vote or appointed by those so chosen. The private school in its direction is theoretically aristocratic—the best men for the purpose by various processes are supposedly made officials. Another distinguishing feature is that fees are charged; this is so notable a feature that in the popular mind they are known as "pay schools."

The main reason that parents give for sending their children to a private school, is that the payment of fees (1) limits the attendance, (2) draws the children of the better class of citizens, (3) draws especially from families that value culture above knowledge, (4) obtains a special sympathy and personal interest from the teacher. Another reason is that it is fact that parents have discovered that certain persons have special ability to teach; if such persons open a private school, and their ability becomes known, they usually are successful. Some persons entertain the notion that only poorly qualified teachers carry on private schools; it is self-evident that parents love their children and their money too well to support institutions managed by such teachers. It may be that many a teacher of a private school could not pass the examination required to obtain a certificate for teaching in a public school; and yet he might be a first-class teacher for all that.

Another reason that influences parents to send to a private school is the desire for religious instruction. This is the reason that the Catholics in all the large cities, maintain schools at considerable expense. In New York city about 30,000 children are in the Catholic schools; in the entire state the estimate is over 100,000.

The above points have been stated to suggest the formation of a body that might be termed *Regents' schools*; such a body could rightly come under the visitation of the regents of the university. All the private schools could meet and adopt a course of study, and agree to be tested annually. For pupils of the so-called grammar grades, questions could be proposed and a test of progress made quite easily. Nor do we think there would be any objection to increase the funds in the hands of the Regents, so as to distribute a small sum annually to every pupil who had made appropriate progress.



### The Medicine Man's Interest in Child Study.

Kansas City, Mo.—Supt. Greenwood has again been the subject of much criticism. This time he has been very unjustly treated by the newspapers of this city and Chicago. An enterprising book agent has taken advantage of his interest in child study to aid the proprietors of some "patent medicines." Going to Mr. Greenwood, this man obtained permission to order the public school teachers through their principals, to give a list of the pupils, and of any brothers or sisters, not in school, that were deficient in intellect or deformed in body. The circular of questions to be asked contained a request for the names and addresses of the parents of such children. It seems that there was some objection made by a few of the teachers, but the principals insisted that the order of the superintendent be carried out. Before long, advertising matter began to come to the parents of the unfortunate children from a patent medicine firm in New York city. The whole list of names had been turned over to them to be used for this purpose. The Jackson County Medical Society took the matter up, and appointed a committee to investigate the charges, and report to the society.

The Chicago 'Times-Herald' published interviews with prominent Kansas City people, in regard to the matter, all of whom in some way condemned Mr. Greenwood's action. These interviews, however, cannot be taken seriously. Mr. R. S. Yeager, president of the board of education, who has for years been actively engaged in the welfare of the schools, was quoted as being one of the critics. In reply to a letter from the editor of *The School Journal*, he writes:

#### PRES. YEAGER'S LETTER.

I did not use the language quoted, nor anything that could be construed in the light as shown in the paragraph. What I did say was, if true, it was a serious charge that Supt. Greenwood had sent out the questions for a patent medicine house, but I ~~was~~ to be true. While it was true that he had sent out the questions, as admitted by him, it was not for the purpose stated. It is true that, as stated, I said I was opposed to using the schools for any purpose whatever, except for educational and scientific purposes. I never thought for a moment of reflecting on Supt. Greenwood. I know him too well. I will add, that the board investigated the matter in open session last Thursday night (Dec. 16th) and unanimously exonerated Supt. Greenwood from said charge.

Mr. Greenwood furnished an explanation of the affair to the Kansas City "World," that tells the whole story.

#### MR. GREENWOOD'S EXPLANATION.

"To give historical connection to the subject," says Mr. Greenwood, "it is necessary to go back several years."

Prior to 1880, Dr. Van Eman of this city, by direction or request of the Jackson County Medical Society, made a careful inspection of the city schools, noting everything in connection with them. This was the first medical examination, and I assisted him.

In 1882-3 Dr. John Fee made an exhaustive report on the vision of the pupils of the public schools of this city. He designated the whole number examined that were near-sighted in one or both eyes, and he advised them, in all cases, he deemed necessary, to have their parents get glasses. He discussed the causes of impaired vision, and mentioned certain diseases that had a tendency outside of study, that were hurtful to the eyes. He spoke of the cramped condition of the poor, and effect of unwholesome food as misfortunes which contributed to imperfect sight. He took down the names and addresses of the children, and such other items as would enable him to arrive at a clear understanding of each case.

Again in 1886 and 1890 I collected statistics of about 3,000 children, touching the following points: Height, weight, color of eyes and hair; also designating the native-born children, as well as the foreign-born ones.

In 1886-7 Dr. Flavel B. Tiffany, of this city, examined the vision of a large number of pupils attending the city schools, and other schools in this city, normal schools, and the state universities of Kansas and Missouri. I assisted Dr. Tiffany in all the work that he did here, as I had previously done with Drs. Van Eman and Fee.

About two years ago, Dr. Punton, of this city, examined a large number of pupils in the high school for the purpose of determining the nervous irritability developed in that school, or something of that character. I did not accompany the doctor, but I told him to go there, and every facility would be afforded him for the prosecution of his work.

Not far from three years ago, Dr. J. Brummel Jones, of this city, and I had frequent conversations in regard to the feeble-minded children of school age living in this state, and we went to work for the purpose of influencing legislation in this direc-

tion for the purpose of helping, if possible, the condition of the children thus unfortunate. So at the Missouri State Teachers' Association a committee, consisting of Dr. Jones, President Jesse, Superintendent Long, and myself, was appointed to draft a law authorizing and maintaining an institution for the feeble-minded. I regret to say that such a law was not enacted.

In order to get a correct basis for an approximate estimate of the defective children, we collected, through the principals of this city, such data as would usually occur in connection with the schools. All the data collected was placed in Dr. Jones' hands.

It is proper to say that I have furnished ministers of the Gospel, when they desired it, information connected with the schools; particularly of that character known as the street or uncontrolled element.

The teachers in every room are advised to test the eyesight and hearing of the children, in order that such children may receive the greatest benefit from the instruction. This is a necessity.

Mr. Ashbaugh called upon me in October, and stated that he would like to get a list of the defective children, and that Dr. Krohn, formerly of the Illinois university, who has made a specialty of child study, was engaged in making some valuable experiments with this class of children.

I told Mr. Ashbaugh to see the principals, or get up a circular, and he did so, and it was distributed. The principals, so far as I know, answered, or did not answer, as they chose.

Mr. Ashbaugh never told me, or intimated in word or action, that he wanted the names of such children, in order that he might sell the list to any advertising agents or physicians. How much of a list he received from the principals I do not know, nor has any principal mentioned the matter to me.

At all times I have furnished doctors and all other persons information in connection with the schools, and I have never hid or covered up anything.

That we have some feeble-minded children in school everybody knows, and that there are others so stupefied by the use of cigarettes that their moral and physical energies are both virtually ruined, is as clear as sunlight, and if it be wrong to try to save all such, or to better their condition, then my life work has been in the wrong direction."

Xenia, Ohio.—The plan for organization of schools and promotion of pupils arranged by Supt. W. J. Shearer, of Elizabeth, N. J., is to be tried by Supt. Cox in the schools of this city.

No lectures will be given before the "Society of Pedagogy," New York city, during the last week in December.

### N. E. A. Notes.

Pres. Whitman, of Columbian college, Mr. W. B. Powell, superintendent of schools, and his board of supervisors, Mrs. Spencer, the head of the Spencerian business college, Prof. McGee, of the geologic survey, and other prominent educators, as well as many business men of Washington, were members of the general committee of one hundred called together December 8 to arrange for the N. E. A. convention.

In perfecting a permanent organization Mr. H. F. Blount was elected chairman, and Mr. C. J. Bell, treasurer. Mr. Bell, the president of the American Security and Trust Company, holds a high place among financiers.

The appointment of committees was placed in the hands of the executive committee which met December 11 for that purpose. Of this committee Dr. Whitman is chairman, and Prof. Powell, Theo. W. Noyes, editor of "The Washington Star," Marcus Baker, the historian, as well as prominent business men are members.

Mr. John B. White, district commissioner, will be chairman of the reception committee, and Wm. T. Harris, commissioner of education, vice-chairman. The honorary members will be one senator from each state. Active members will be supplied, and the names of cabinet members will probably be added.

The finance committee is composed almost entirely of local financiers, and the committee on halls (Supt. Powell, chairman) consists largely of prominent clergymen. It has been agreed that the first and last sessions of the convention shall be held in Convention Hall, a building with a capacity of eight or ten thousand; and that all other general meetings shall be in two opera houses; in other words the sessions shall be double meetings. Churches will be obtained, as far as possible, for department meetings.

It is the purpose of the committee to prepare a book containing a full program of the coming convention, a list of the places of interest in and about Washington, and other information of interest to N. E. A. members.

### Something About Daudet.

The following of Daudet, taken from the "Buffalo Express," is interesting just at this time, when attention is particularly called to his work owing to the author's death.

"Alphonse Daudet's sudden death on Thursday took away the best liked of contemporary French novelists. The affection for him was due to his personal character, as much as to his books. Zola is widely read, but one thinks of Zola as of a morose, crabbed gladiator, fighting against a fate not wholly undeserved. Daudet, on the contrary, was always the sunny-hearted Provençal, with a nature as innocent and as sweet as a child's.

If any one unacquainted with Daudet were to ask where to begin reading him, the "Letters from My Mill" is the book which would be recommended, for it is the one which gives the best idea of his great variety, his tenderness, and his delicacy of style.

Henry James says of him: "It is difficult to give an idea, by any general terms, of Daudet's style—a style which defies convention, tradition, homogeneity, prudence, and sometimes even syntax, gathers up every patch of color, every colloquial note that will help to illustrate and moves eagerly, lightly, triumphantly along like a clever woman in the costume of an eclectic age."

Daudet's widow, it is interesting now to recall, is herself a literary woman. He married her in 1867, at which time she had already published a volume of verse. In 1867 it would have been difficult to find in the whole of Paris a more confirmed and hardened Bohemian than the creator of Tartarin. He had often declared that if ever he married—and no doubt he put a sneering emphasis on the "if"—he would take good care not to choose a wife with any literary aspirations. But sometimes the best-laid schemes of men and mice very often come to nothing. Mme. Daudet has one son—Leon, who has already made his mark in the world of literature. It is an open secret that Mme. Daudet has helped her husband in many of his novels.

The "Boston Transcript" tells a story showing that all was evidently grist that came to Madame Daudet's artistic mill in her admiration of her husband's work. The pair had one day a little scene more dramatic than wise, and afterwards Daudet remarked: "This seems, my dear, like a chapter that has slipped out of a novel." "It is more likely, Alphonse," she replied, "to form a chapter that will slip into one!" It is said that Daudet's income for many successful years was about \$20,000 a year; this was not bad for a man who began life in Paris at seventeen with nothing at all a week, sharing with his brother Ernest the Gallic counterpart of a "hall bedroom."

### Voltaire and Rousseau Tombs are Opened.

According to a special cable dispatch to "The Sun" from a commissioner that was nominated by M. Rambaud, minister of public instruction and worship, on Dec. 18 opened the tombs in the Pantheon, and settled the question concerning the whereabouts of the ashes of Voltaire and Rousseau, which the late Alphonse Daudet called the greatest mystery of the century.



Jean Jacques Rousseau.

Both skeletons were found. Voltaire's skull had fallen into two parts, which, when placed together, gave a striking presentment of his features.

Rousseau's skull showed no trace of a bullet wound, thus disproving the widely entertained belief that he committed suicide by shooting himself in the head with a revolver.

### Schoolma'ams Must Wear Dresses.

Ought a schoolmistress to go to her school on a bicycle? This is the question the Paris Municipal Council has had to decide, and its decision is in the negative. The London "Daily News" writes: "It appears that a young teacher in one of the Parisian day schools has for some time past been the subject of a good deal of discussion on this account, and she was forbidden by the educational authorities to use her bicycle in business. It seems that it was not so much the bicycle that was judged to be in fault as the rational costume which she wears, in common with all other lady cyclists in the French capital. The educational authorities, while not denying that the young lady could do as she liked on Sundays or whenever she was off duty, held that it was unbecoming to appear in puffy breeches and zouave jacket in the school-room. The edict was confirmed on the recommendation of M. Bedorez, the council simply passing to what is called the order of the day.

### Advice to Teachers.

A circular recently sent by the academic inspector at Ardennes, France, to the inspectors of primaries, translated from the French for *The School Journal*, contains some advice to teachers. It is relative to the attitude of the teachers as regards political questions and local affairs:

"Teachers will not forget that, even if there is perfect freedom of conscience, and if they, as citizens of a free republic, have personal opinions; they must receive as pupils children whose parents are of unlike opinions. They are called upon, by virtue of their profession, to observe, not only in the school-room, but outside, as well, a strict neutrality, and, to avoid anything which could tend to alienate the sympathies of a part of the population in the midst of which they live.

What they have to do is not to throw themselves into contests where they must lose in the consideration of the authorities, nor to help either faction. They should give themselves entirely to their work as educators, and to making the people love the schools as the republic has organized them. They should enlist general sympathy by their devotion to their children, exercising kindness toward all without distinction as to opinion or party."

### Canadian Pedagogy of By-Gone Days.

Toronto, Canada.—In a speech by Dr. J. H. Sangster, at the jubilee celebration of the normal school, a picture of some of the Canadian schools of half a century ago is given.

"Fifty years ago," said Dr. Sangster, "the youth of our fair province were not overburdened with educational privileges. Robust or muscular pedagogy was then much in vogue, and children at school were accustomed to take their daily canings almost as much a matter of course, and as regularly as they took their daily meals. In western Toronto there still linger awful legends of a public school teacher of that period who was much in the habit of employing his wooden arm, both as a switch for the unruly, and as a pedagogic persuader, wherewith to hammer the three R's into unreciprocating scholars—preferably addressing his striking appeals to the head, as being the shortest cut to the intelligence. And the legends in question, no doubt somewhat exaggerated, relate to breezes that occasionally arose when the iron hook at the end of the artificial limb, by misadventure, knocked out a few teeth or broke a nose, or put out an eye.

In rural sections things were quite as bad. The teachers were almost universally incompetent. The schools were generally mere log shanties, and without appurtenances of any kind; destitute even of furniture, save that of the rudest and most primitive description, while the whole text-book outfit of an entire school would not unfrequently consist of a few Testaments, an arithmetic, and a spelling book. If a school had a special claim to literary excellence, a chance copy of Fox's Book of Martyrs, or of The Spectator, or of Baldwin's Pantheon, might be found in use in the highest reading class, the single book passing in succession to each reader, and the long words being skipped as equally unpronounceable by teacher and taught."

### No Small Pox at Rock Hill.

A report was started that small pox had broken out at the normal college at Rock Hill, S. C., and that the college was about to be closed. Prof. P. Moses, chairman of the faculty telegraphs, "There has been no small pox in the normal college and none in Rock Hill except one case more than a mile from us."

### University Extension Work in Agriculture.

The University Extension work in agriculture in New York state is provided for by Chapter 128, Laws of 1897, (Nixon Bill) and the work is placed in charge of the College of Agriculture of Cornell University, I. P. Roberts, director.

The object of the work is the promotion of agricultural knowledge in the state. A reading course class has been organized for the study of some of the fundamental principles which underlie agriculture and this study may be taken up at the farmers' homes. Those wishing to join the class, now numbering several hundred, will receive, free of cost, printed matter for study which will be followed by questions intended to lead to a discussion of any points not well understood by the pupil.



## Brush Work in an Elementary School.

[SPECIAL CORRESPONDENCE.]

London, England.—One division of Mr. Sadler's report gives an interesting testimony to the awakening value of art work on the average mind. The experiment treated of took place in the "Alma" school, one of the well-designed, well-equipped schools of the London school board. This school was opened in 1885, providing in the boys' department accommodation for 300 scholars in six rooms. It has a staff of headmaster and five assistants, all trained and fully certificated. This staff, although not originally selected with special reference to qualifications for teaching drawing, is now, as a consequence of special study and organized work, much above the usual average in this respect. The boys are the children of workmen engaged in the leather and other industries of the neighborhood of the city. The attendance for some years past has been very good, the average attendance being at present 92 per cent. of the number on the rolls. There is no standard I. The ages range from 7 1-2 to 13 1-2 years. The curriculum is the usual one, except that chemistry and electricity are taught experimentally. After careful consideration of resources it was decided to at once take up the system of brush work throughout the school in its entirety, and to carry on the brush and chalk work at all stages. So that the system has been tried as a whole, in a school to which any boy in the neighborhood may legally claim admission, while there is room, and each boy in the school has been taught.

The essential features are the formation of "patterns and repeats," in which "the natural forms of plants and animals may be broadly treated as motives of ornament and employed to fill space used in decoration." Such designs are to be executed with chalk (used at arm's length), brush and water colors, in a free, bold manner. For the purposes of such designs, "large leaves and parts of plants may be drawn from outline." Geometrical forms may be utilized and regarded as the foundation for ornamental arrangements of natural objects, animals, plants, and the like. The skill thus obtained may be applied to drawing from the round and the flat, and to reproduction from memory. There is added to the above a course of geometrical drawing for all the standards. Thus it is sought to form a habit of accurately observing form and color, to develop the faculty of forming new combinations; to obtain such a control of the hand that these conceptions can be freely and accurately reproduced with chalk and brush.

At the very outset the difficulty presented itself, of working with the appliances of an elementary school, intended for the usual curriculum. This difficulty was most felt in adapting the ordinary desks for drawing at arm's length with chalk. After some trials the arrangement was devised, of inserting a piece of millboard 22"x12"x1-4", in the slot provided in the desks for slates. It can be used either for drawing on directly or for attaching paper with clips. This has been found to answer well. It was found that brown paper of various shades supplied an excellent ground for the chalk work. A selection of chalk of six colors was made, and put into a small box for each scholar. For the brush-work each boy was provided with three sable brushes, which wear and work extremely well. A larger camel's hair brush is now added, a palette and a water bottle have been found sufficient for each desk occupied by two boys. In the three lower classes colored inks have been used. These are mixed by the teachers. In the upper classes a box of colors is supplied to each desk. Each boy in these classes mixes his own colors. The usual white plain paper is used generally; sometimes a lesson is given on the brown paper, and occasionally on paper ruled with 1-8 in. squares, especially in the lower classes.

The size of the class ranging from 50 to 70 has determined that in the main the teaching must be given to the class as a whole. The blackboard has had to play a very prominent part. Each elementary form, such as the oval, has to be carefully demonstrated on the board. As soon as the class has obtained some mastery of the particular form, whether produced by chalk or brush, practice is obtained by allowing each scholar to form a simple arrangement in different positions with different colors. Then half and quarter of the oval are similarly taught, arranged and combined with one another. In the case of the brush form, the form which is being demonstrated is drawn on the board on a large scale with colored chalks, and also drawn in color with a large demonstration brush, on a sheet of paper fastened to the blackboard. When forms are thus known they are also arranged or combined by the teacher on the board. The class then form similar but not identical combinations. Elements and combinations are copied, not as the end, but as the beginning of the scholar's own work; all copying is preparatory for, and subsidiary to reproduction in designs.

In the upper classes some studies have been made from nature,

leaves, plants, and flowers have been copied and then employed in designs. The school is, however, badly situated for obtaining specimens for this purpose. Even under these conditions the teacher recognizes to the full that his chief function is to guide the spontaneous activity of the child; to stimulate and direct the creative faculty; to foster the belief in each boy that he possesses power, and to encourage him to put it forth freely. The child is allowed the utmost play for his inventive faculty. Errors in the combinations of form and color occur, of course, many of them are corrected almost instinctively by the boy himself.

One of the most potent means employed by the teacher for the correction of errors, has been the exhibition on the walls of the class-room of any drawing which commends itself to his judgment. This is often a provisional approval, but the exhibition to-day serves as a stimulus for better work to-morrow. Soon all the available space was filled, and then to gain a place, a drawing had to be better than one of the same kind already there.

The effect of this work on the school has been very marked. In the drawing it has evoked in the boys intense interest. The boys were charmed to be able to use chalk, but they have been fascinated with the brush, and the deftness with which they manipulate it is marvelous, there is almost an entire absence of color in the wrong place; a spotted or smudged drawing is scarcely ever seen; they take an immense pleasure, and rapidly acquire skill and taste in mixing and harmonizing colors.

One of the most important effects of the system is that it opens the eyes of the boys to the world of color in which they live. It is with the greatest pleasure that I find a group of boys in the playground admiring the glories of a sunset, or watching the alternations of light and shade on the adjoining buildings. It has cultivated a habit of observation and the desire to reproduce what they see. The amount of work done voluntarily at home is surprising, and this in spite of many difficulties in obtaining the necessary materials. Nor has the effect of this work been confined to drawing, the consciousness of power which a boy obtains in producing a good design, overflows into all his other work. Some timid, hesitating lads have been simply transformed, intellectually, under its influence, for this work appeals to the dullest as well as the brightest; some boys who for years showed scarcely any signs of intelligence have developed rapidly, and have produced designs which compare favorably with the best work of their class. For these reasons alone, apart from its intrinsic value, brushwork is well worth a place in the curriculum of any school.

## Fall and Winter Associations.

Dec. 28-30.—Holiday conference of the Associated Academic Principals of New York state, at Syracuse.

Dec. 28-30.—Annual meeting of the Association of Grammar Principals, at Syracuse.

Dec. 27-31.—South Dakota State Teachers' Association, at Sioux Falls.

Dec. 27.—Idaho State Teachers' Association, at Hailey.

Prof. H. Barton, sec'y.

Dec. 28.—Louisiana State Teachers' Association, at New Orleans.

Dec. 28.—Iowa State Teachers' Association, at Des Moines.

Dec. 28-30.—Michigan State Teachers' Association, at Lansing.

Dec. 28-30.—Missouri State Teachers' Association, at Jefferson City.

Dec. 28-30.—Kansas State Teachers' Association, at Topeka.

Dec. 28-30.—Illinois State Teachers' Association, at Springfield.

Dec. 28-31.—Florida State Teachers' Association, at Deland.

Dec. 28-31.—The Montana State Teachers' Association, at Helena.

Dec. 28-31.—Oklahoma Territorial Teachers' Association, at El Reno.

Dec. 28-31.—Nebraska State Teachers' Association, at Lincoln.

Dec. 29-31.—Colorado State Teachers' Association, at Denver.

Dec. 27-29.—New Jersey State Teachers' Association, at Trenton.

Dec. 28-30.—Indiana State Teachers' Association, at Indianapolis.

Dec. 28-30.—Wisconsin State Teachers' Association, at Milwaukee.

Dec. 30-31.—New York State Science Teachers' Association, at Ithaca.

Dec. 29-31.—Maine Pedagogical Society, at Augusta.

Dec. 28-30.—Minnesota State Teachers' Association, at St. Paul.

February, 22-24, 1898.—Meeting of the Department of Superintendence at Chattanooga, Tenn.

July 7-13, 1898.—Meeting of the National Educational Association, at Washington, D. C.

Dec. 28-29.—New Mexico Teachers' Association, at Albuquerque.

Dec. 28-31.—California State Teachers Association, at Sacramento.

Dec. 30.—Winter meeting of the New York Society for Child Study, at Syracuse, N. Y. George Griffith, president, Utica, N. Y.



## Chicao Letter.

The relation of sense training to play was the subject of the ten papers read at the meeting of the Chicago principals. Mr. Stehman quoted the sayings of all the wise men from Plato down to the present day, to show that through play only could the senses be trained properly, and the child taught happily.

He also took occasion to remark, in an aside, that if principals remembered that the happiest teachers were the best, perhaps there would not be so much "nagging" going on. Miss Butts gave several tests for training the eye and ear. Tests were to be prepared by the teacher beforehand. Cards with colors were to be quickly shown, and pupils asked to reproduce them; different articles to be struck, and from the sounds the objects to be named; different materials to be felt and classified. Everything seemed to have reference to the sense training of the children in the first grade. All educators speak with enthusiasm of the necessity for sense training throughout the school, and yet never heard of any game devised for the teaching of decimals or adverbs. The teachers in the upper grades are left to work out their own salvation.

The discussion was very interesting. Mr. Byrne said that if play in a school was evidence of good instruction, that he was right "in it," so to speak, as his school was full of play. When he was a boy he enjoyed play more than anything else, but somehow the teachers of his time didn't look at it in the same light as they do now, and punished him. Then becoming serious, he said a school-room was a place for work, a place for power to be developed, for strength to be acquired. This talk of "play," was all nonsense. If play was the only way for learning, why were we invited to listen to—well, he wouldn't call them "dry" papers, because that wouldn't be complimentary, but at any rate to papers without much amusement in them. His speech created a laugh, as it always does, although every one recognized the kernel of truth in it. Two or three other principals took sides with the writers of the papers, and quoted the doings of their own children, as clinchers to every argument.

One principal told how some girls gained an extensive knowledge of the dress, products, etc., of a country, from playing dolls. His remarks reminded me of a very interesting exhibition given by one of the teachers. Her room represented Asia, and everything which could be begged or borrowed was used to decorate it. Everything else was neglected for a month, and the teacher took an other month to recover from the nervous strain—to say nothing of what she was out of pocket with the repairs of delicate articles handled too freely.

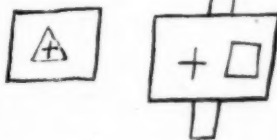
If one could teach one subject a month, that method would be very good.

The subject announced to be discussed at the Teachers' Federation was, "Discipline in the Chicago Schools To-day," but the Federation never reached it, they were so busy talking about the increase in salary. There is a great deal of dissatisfaction with the management, and murmurs of antagonistic leaders are heard. The society is in a state of ferment at present. Its motives are good, but the day doesn't seem long enough for them to reach any decisions.

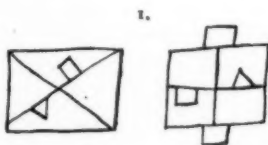
Mr. Delano has been giving memory tests in his district. The children turned their faces to the back of the room while he placed a drawing on the board. They studied it for a short time, he erased it and they reproduced it upon paper. In the lower rooms he gave



Pupils a little more advanced were tested in:

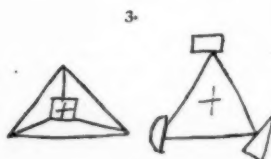


Fifth grade pupils were given the following in four groups: he allowed 1-2 minutes for each group.



1.

2.  
54642  
89749



3.

4.  
Fighting,  
Cruel,  
Door-plate.  
Capital.

In the highest grades, he gave 1-2 to 3 minutes for the following:

1. Laughable.
2. 30 days hath Nov.
3. Martin Ryerson's School.
4. Pavement.
5. Can you do this?
6. Received.
7. The leaves have fallen.
8. Geography.

He marked one class and the teacher marked the other. Every mistake was counted. The teachers in the schools examined last had, of course, the best of it, as rumors of what the character of his test would be had preceded him, but 'twas ever thus.

Miss Leaming has been giving drawing institutes in her district after school. Every suggestion, every possible material, is made use of by her for her lessons. She must go laden like a pack-horse from school to school; pictures cut from newspapers and pasted on card board; sets of pictures bought at the dealers; boxes of colored crayons. Her lessons are invaluable. She is so full of ideas that they trip over each other, and at the end of the sixth lesson, the teacher who was unable to draw a boy a house and a tree, with any idea of the relative sizes, found herself able to make quite a respectable looking landscape; besides that, she had a great deal more sympathy for the child whose paths looked like boa-constrictors, and whose houses seemed coming down a toboggan on the head of the innocent boy or girl in the foreground.

There was weeping and wailing when a couple of Miss Leaming's schools were given over to another. She is by all odds the most popular drawing teacher in the city. It is intimated sometimes that she is not sincere, but if saying the pleasant things and keeping the unpleasant back is a sign of insincerity, it is a pity there are not more insincere supervisors. There is not a teacher in her district who would not work herself to a shadow for her.

The Thanksgiving collection for the Children's Aid Society, was taken up as usual. It is almost pathetic to see how anxious even the poorest are to contribute their little mite. Some teachers try to encourage the children to contribute the largest amount—and it is impossible to say what pressure is brought to bear upon the parents, to add to the sum. In the richer districts food is collected and baskets made up and sent to deserving families. The children enjoy it hugely and no doubt the recipients do also. This fashion originated in a very simple way. A teacher of a charity kindergarten boarded in the same house with a teacher in a public school. The kindergartner asked if some small contributions could not be sent as a surprise for the children. The teacher became interested, spoke to the children and the next day had turkeys, chickens, canned fruits, tea, coffee, fruit, candy—everything one could think of. The teacher was appalled at the amount, but she and the principal hired an express man, two of the large boys accompanied him, and the food was distributed—to the joy of the children and parents. Ever since then the custom has been continued, relieving much distress.

Free lectures have broken out all over the city. The University of Chicago applied for the use of five schools, in addition to three in which it is already providing lectures. Applications from private individuals offering courses were filed, but the committee thought best to confine the lectures to organizations. No doubt these lectures will do an immense amount of good, if the subjects are not too deep, and are presented in an interesting manner. The way in which entertainments to provide for school libraries are patronized, when the admission fee is small, shows that people are willing and anxious to be both amused and instructed, but particularly amused.

The mayor has asked, and been granted by the school board, authority to reorganize the school board. The aldermen passed an order giving the mayor the right to appoint a commission of nine to devise a new system for the management of the business and educational departments of the board of education. Two members from the board, ten from the city council and five citizens.

Mayor Harrison wishes the commission to visit the cities and examine the most approved system in use in the management of other school boards. It is intimated that this is only a political scheme to remove some offensive members. Supt. Lane says that we have the best system of school management in the country now; and that Boston, New York, Philadelphia, Buffalo, Baltimore, had written for the Chicago plan, and reorganized accordingly.

The Teachers' Club presented a resolution to the board asking that retired teachers be not re-appointed, without an examination. The rule is that an examination is required after three years, but the rule is a dead letter. Since the passing of the pension bill a number of teachers whose twenty years were nearly up when they resigned, have asked for re-appointment. The subject is to be considered. There are many things to be said on each side of that question. There is no subject upon which the teachers are so sensitive as that of the extension bill.

Mr. Young's district had a drawing exhibit. Every pupil sent in a drawing. A committee was appointed to select the best for hanging. The others were laid in piles on the table. It was intended that the work should be done during the thirty minutes allowed for drawing, but the rumor spread and spread that some teachers devoted a day and a half to it, while others gave an hour. At the monthly meeting of the Teachers' Club this matter was discussed, and it was moved that a resolution be passed asking Miss Locke to select the work for the annual exhibit from the

work during the year. The special teacher to select it, upon her visit. That is certainly the only fair method, and if approved by Miss Locke, will reduce the anxious hours spent by teachers at the close of the year, devoted to preparing work which in 99 cases out of a hundred is rejected, and as it is not returned, the teacher has not even the satisfaction of exhibiting it on her own walls.

The halls are usually decorated with boards upon which drawings have been mounted, but it is not the best work of the school which is shown. That has been sent "down town." During the vacation, if the buildings are cleaned, all this hall work is torn down and not replaced. It may be in some schools, but not many, so for her days of worry the teacher has absolutely nothing to show.

### Philadelphia Notes.

The commercial high school project is hanging in the balance. The central high school enthusiasts want the school to be a department of their school, which aspires to a collegiate title and a six year course. The high school, now under power of an act of the legislature, grants collegiate titles.

There has been almost an upheaval over supplies for the schools. Your correspondent was so indiscreet last month as to ask Superintendent Jasper to send him a supply list for the New York schools, and the superintendent was kind enough to send it. The differences in prices paid for paper, pencils, pens, and some sewing supplies were amazing. They were not in Philadelphia's favor. The comparative prices were turned over to Samuel B. Huey, chairman of an investigating committee, a noted corporation lawyer and vice-president of the board of education. Mr. Huey pertinently asked the committee why if cap paper costing 94 cents a ream would do for New York, Philadelphia had to pay from \$2.10 to \$3.25?

Necessarily guarded words were used in intimating that things did not look as they ought. The result has been that manufacturers from outside the city have been asked to bid for next year's supplies on their own samples. This followed an investigation of shortages in the school coal supply. The coal inquiry led to the dismissal of five weighers, and may possibly end in some criminal prosecutions.

Joel Cook, a delightful writer, whose "Holiday Tour in Europe" had an immense sale about a score of years ago, and who is financial editor of the "Public Ledger," has just been appointed to represent the fourteenth section in the board of education, he succeeding the late A. M. Spangler. George N. Lowery succeeds Avery D. Harrington, of the second section, a well-known member of the bar, who resigned under a silly requirement of the law because, forsooth, he moved to a better ward to begin married life. Charles E. Morgan, Jr., of the twenty-second section, also a member of the bar, resigned, because of a complaint of a sectional board that he did not attend meetings often enough.

So general and profitable has become the use of pictures in class-rooms in teaching history, geography, and other studies, that a library system of distributing lantern slides has been devised. There are few schools unequipped with either a stereopticon or a heliostat, and illustrated lessons are given frequently by means of these. Boxes containing about fifty views each illustrating lands and their customs, and events of moment, are placed in the superintendent's library, and treated as are books. They are taken out and returned by principals under the same rules that govern the distribution of books.

One of the minor evils of this city's double-headed system of school government is the method of naming schools. There are 38 sectional school boards, each with twelve members. These are elected by the people and are largely partisan. A tendency to name new edifices after local politicians and others with no title to fame, has been shown. Once or twice names almost notorious have been proposed, but the board of education would not stand these. The central board has the actual naming of the schools, but when a sectional board proposes an only fairly good name that means nothing as an example to children, it passes.

Kindergartners are the happiest folk in town over the outlook for the kindergarten convention, Friday and Saturday, February 18 and 19. The Friday morning session will be a business one, and Saturday morning will be devoted to conferences. The afternoon and evening speakers so far scheduled are: Miss Alice Putnam, Chicago; Miss Laura Fisher, Boston; Dr. Lyman Abbott, Brooklyn; Nicholas Murray Butler, New York. Miss Susan E. Blow, James L. Hughes, superintendent of schools, Toronto, and Dr. Lightner Witmer, University of Pennsylvania. Three hundred delegates are expected.

For many years it has been accounted an enviable honor to be elected the representative of the Teachers' Institute to the National Educational Association. This year the prize goes to Andrew J. Morrison, senior assistant superintendent of schools and president of the Educational Club. It is well awarded.

There is some talk about inviting the National Educational Association to meet here in 1899.

The normal school enjoys a reputation that brought to its doors fifty visitors in one day this month. The daily average of those who come to look at the school is so high that pupils have to be assigned to escort visitors about the building.

The organization of presidents and secretaries of the thirty-eight sectional school boards is doing good work in attempting to re-seat pupils regardless of ward lines, so that more school room may be obtained by transferring pupils to buildings where there is plenty of room.

Dr. William T. Harris, national commissioner of education, addressed the Educational Club December 10 on "Herbert Spencer or What Knowledge is Most Worth Having."

The main building of the big new high school that will cost the city over \$1,000,000 will be turned over to the city by the contractor in January after three and a half years of work upon it. There will be much work to be done in the interior and on the annex. The latter will seat 2,500. An observatory, to be open to the public, and to be known as the Philadelphia Observatory, will be a feature.

Albert E. Turner.

Philadelphia, Dec. 6, 1897.

### Brief Notes of Real Interest.

The examination of candidates for the various grades and departments in the public schools of the city of Newark will be held at the city hall of that city on Wednesday, Thursday, and Friday, Dec. 29, 30, and 31. The examination will begin on Wednesday, at 9 A. M. All desirous of taking this examination should forward their applications to Supt. Gilbert, and present themselves at the above stated time.

Batavia, N. Y.—At the beginning of the school year, teachers were very scarce in Genesee county owing to the rigid examinations. The schools have finally been supplied but the result has been an average increase of four dollars a month in salaries. It is expected that a further general increase will occur next year.

Beloit, Wis.—The fifty-one members of the freshman class of Beloit college, who were suspended for going out of town to a banquet Thanksgiving day, have been reinstated. They have all promised sincere loyalty to college law.

Columbus, Ohio.—In an address recently delivered before the board of trade, Prof. Shawan gave much interesting information about the public schools. The cost per capita is no higher here than in other cities of equal size. The capacity for pupils is growing steadily. Prof. Shawan made a strong appeal for the supervisor system, and he strenuously opposed the plan of abolishing the high schools, to relieve the taxpayers of the extra expense involved.

Dr. Anthony Brownless, chancellor of Melbourne university, Australia, who died recently, was a very distinguished scientist. He founded the medical school in Melbourne university, of which he has been chancellor since 1887.

The government, in the state of Nuevo Leon, Mexico, has ordered that the pupils of all official schools shall be taught writing and all manual tasks with the left hand as well as the right.

A booklet of historic letters has been compiled by Prin. G. M. Philips, of the state normal school, West Chester, Pa., from the collection in the possession of the school. Among these are letters written by Benedict Arnold, Gen. Wayne, Washington, Nathaniel Greene, Winfield Scott, and several other men prominent in the history of the country. A half-tone portrait of Washington from the painting by Charles Willson Peale, forms the frontispiece.

Philadelphia, Pa.—The seventh annual meeting of "The Teachers' Annuity and Aid Association" was held Dec. 4. The statement of the treasurer showed a balance of \$55,662 for expenses in 1896, the assets of the association amounting to \$129,600.07. The officers for the coming year are: President, William H. Samuel; vice-president, Cornelia W. Elmes; recording secretary, Mary Maxwell; financial secretary, William J. Caskey; treasurer, Ella M. Lukens. The directors are Margaret T. Green, Margaret B. Dunn, Andrew McFarlane, John S. Lawrence, and Virginia C. Piper.

Washington, D. C.—The board of school trustees have adopted a series of resolutions with regard to football in the city high schools. Hereafter, no pupil can play without the written consent of his parents. Every team is to be in charge of some person appointed by the faculty, without whose consent no games shall be played. Contests are to be held only with teams of educational institutions, where the contestants are of the same average weight.

Prof. Arthur Palmer, of Trinity college, Dublin, who has recently died, was a Canadian by birth. He was educated at Guelph grammar school, Cheltenham college, and Dublin college. He edited "The Satires of Horace," "The Amphitruo of Plautus," and "Catullus," in Macmillan's Parnassus Series, and "Hermathena."

Xenia, Ohio.—The plan for organization of schools and promotion of pupils arranged by Supt. W. J. Shearer, of Elizabeth, N. J., is to be tried by Supt. Cox in the schools of this city.

No lectures will be given before the "Society of Pedagogy," New York city, during the last week in December.



## Books.

More than a dozen papers by President Eliot have been gathered into a volume just issued by The Century Co., which is entitled "American Contributions to Civilization." They cover a wide range of subjects, although they all naturally have more or less correlation. Some of the topics that are treated are: "Five American Contributions to Civilization," "Some Reasons Why the Republic May Endure," "The Working of the American Democracy," "The Forgotten Millions," "Family Stocks in a Democracy," "Equality in a Republic," "One Remedy for Municipal Misgovernment," "Wherein Popular Education has Failed," "The Results of the Scientific Study of Nature," and "The Happy Life." This noted thinker has also something important to say on municipal reform, the foremost political question of the day. Pres. Eliot always has something new to say on every subject he takes up; these essays will find a warm welcome among thinkers. (The Century Co., New York. \$2.00.)

A concisely-made set of "Reading Courses in American Literature" is by Prof. F. L. Pattee, of the Pennsylvania state college. This will prove a help to teachers who wish to cover a chronological field of the literary masterpieces of our country. The first course runs from 1,607 to 1,861, and includes only the works that have stood the test of time. Course II, gives the representative novels of the past quarter century, and is supplemented by an appendix of the best short stories. (Silver, Burdett & Co., Boston, New York, and Chicago. Price, thirty-six cents.)

The interest that has lately been felt in the Greeks and their cause will be heightened by the romance, "Andronike," by Stephanos Theodoros Xenos, translated from the original Greek by Edwin A. Grosvenor, professor of European history in Amherst college. The book is a romance of love and adventure with the scene laid in Greece. As the plot develops, the reader seems treading Greek soil, breathing Greek air, and living among the Greeks. Though Andronike the heroine, Thrasyboulos her lover, and the renegade Barthakas,—the evil genius of the story,—are actors in the Greek revolution of 1821, they might be reckoned characters of to-day. That revolution, with its mingled heroism and shame, does not differ greatly from this last war, itself an episode in the ceaseless struggle between the Christian and the Mussulman, the Greek and the Turk. This story is a succession of instantaneous photographs, revealing with photographic accuracy, phases of life in the Balkan peninsula. (Roberts Bros., Boston. \$1.50.)

Our country is so large and the conditions of life so various that the novelist has an unending choice of subjects. Some interesting people and events are described in "The Heart of it," by William Osborn Stoddard, whose scene is on the Atlantic and Pacific coasts. It is a well told story full of striking adventures and incidents. (F. Tennyson Neely, New York.)

Those who have read "The Master Craftsman" and "The City of Refuge," by Sir Walter Besant, will be pleased no less by his recent novel "A Fountain Sealed," a story of English society and life. In this he shows the same care for detail, the same life-like character painting observed in his other works. The book is well illustrated. (Frederick A. Stokes Co., New York. \$1.50.)

"Beside Old Hearthstones," by Abram E. Brown, is a book of great interest to all Americans, as the author has sought out the families of descendants of patriots and had them give the tradition and history connected with their ancestors who were in the colonial wars and the Revolution. These people tell the trials of the early days as they affected their ancestors, whose record has never before been given to the world. They also bring forth many tangible reminders of those days when independence was obtained. Notably among the many is a veritable sword of Bunker Hill, never brought to light since it was taken from the hand of its owner, who perished on June 17, 1775. (Lee & Shepard, Boston. \$1.50.)

There is no study that can bring so much profit in so many directions as that of the Bible, and yet how often is it neglected. A good time to begin it in earnest is just on the threshold of a new year, and a good book to use, scholarly, but by no means exhaustive, is "An Introduction to the Literature of the Old Testament," by S. R. Driver, D. D. It is not an introduction to the theology or the history, as some might expect, but treats the book as literature. It includes an account of the contents and structure of the several books, together with such an indication of their general character and aim as the author could find room for in the space at his disposal. The poetical and prophetic books are treated at more length than the historical because they are less generally known. Scholars will recognize in the book a work of great merit. (Charles Scribner's Sons, New York. \$2.50 net.)

No man was more closely connected with Gen. Grant in a personal and official way than the Hon. Elihu B. Washburne. The great commander's letters to him therefore possess a peculiar value. Letters and parts of letters extending over a period of nineteen years, forty-eight in number, are collected in a volume and published with notes and introduction by James Grant Wilson. They are of no small historical value as they are dated in many instances from such famous battlefields as Fort Donelson, Shiloh, Vicksburg, Chattanooga, and the Wilderness. Those written while Grant was president and during his trip around the world are of almost as great interest. (T. Y. Crowell & Co., Boston.)

The children will be greatly entertained by the story in the little book entitled "The Little Dame and the Wild Animals." This is a story told by a little girl to amuse her baby brother. The children will appreciate the illustrations as much as they will the text. (Williams & Wilkins Co., Baltimore.)

Elizabeth Stuart Phelps has given a book to the world that will not rank the least among her many valuable volumes; it is

# SUPPLEMENTARY READING.

**FROM SEPTEMBER TO JUNE WITH NATURE.** By MARIETTA L. WARREN. Boards. 192 pages. Illustrated. 35 cents.  
A charming book for second grade classes.

**STORIES OF LONG AGO.** By GRACE H. KUPFER. Boards. 178 pages. Illustrated. 35 cents. Forty Greek myths retold for intermediate grades, and illustrated by reproductions of masterpieces of art.

**Wright's Nature Reader, No. 1, 25c.** Describes crabs, wasps, spiders, bees, and some univalve mollusks. 96 pages. Boards. Illustrated.

**Wright's Nature Reader, No. 2, 35c.** Describes ants, flies, earth-worms, beetles, bar-worms and starfish. 184 pages. Boards. Illustrated.

**Wright's Nature Reader, No. 3, 50c.** Has chapters on dragon-flies, grasshoppers, butterflies and diros. 306 pages. Boards. Illustrated.

**Wright's Nature Reader, No. 4, 60c.** Has chapters on geology, astronomy, world-life etc. 372 pages. Boards. Illustrated.

**THE HEART OF OAK BOOKS.** Choice literature for children. Edited with a view to cultivating a taste for good reading, by Prof. Charles Eliot Norton, of Harvard University.

Book 1. Rhymes and Jingles, 100 pages, 25c.

Book 2. Fables and Nursery Tales, 142 pages, 35c.

Book 3. Fairy Stories and Classic Tales, 265 pages, 45c.

Book 4. Masterpieces of Literature, 303 pages, 55c.

Book 5. Masterpieces of Literature, 359 pages, 65c.

Book 6. Masterpieces of Literature, 367 pages, 75c.

**Bass's Plant-Life, 25c.** Stories of plants and flowers. 97 pages, boards, illustrated.

**Bass's Animal Life, 35c.** Stories of animals, insects, etc. 183 pages, boards, illustrated.

**Firth's Stories of Old Greece, boards, 30c.** Contains seven Greek myths, 108 pages, illustrated.

**Miller's My Saturday Bird Class, 25c.** Designed for use as a supplementary reader for lower grades or as a text-book in elementary ornithology, 114 pages, boards illustrated.

**Spear's Leaves and Flowers, 25c.** Designed for supplementary reading in lower grades or as a text-book in elementary botany, 103 pages, boards, illustrated.

*Descriptive circulars and sample page free on request.*

**D. C. HEATH & CO., Publishers, Boston, New York, Chicago.**



The series of blunders that has passed into history as the war between Greece and Turkey is described by a war correspondent, Frederick Palmer, in his book "Going to the War in Greece." He found some very picturesque people and scenes, all of which receive proper attention. The book has numerous illustrations from photographs taken by the author. (R. H. Russell, New York, \$1.25.)

The scholar and the story teller are united successfully in the Rev. E. Fitch Burr, D.D., who is the author of a novel of the Roman empire entitled "Fabius the Roman." It is a story of the oppression and suffering of the Christians under the cruel emperor Maxentius, and the political and military movements whereby, under the leadership of a number of the great Fabian family they attained civil and religious rights under Constantine. A thread of love and adventure runs through the story. (The Baker and Taylor Co., New York. \$1.50.)

A new singing book, written by a teacher from the Indiana state normal school, is Mrs. Carrie B. Adams' "Music for the Common Schools." Its plan of material is designed and excellently suited for ungraded schools in the country, and the selections, many of them original, are bright and stimulating. The songs are preceded by exercises, and a simple method for beginners in sight reading. (The Inland Publishing Co., Terre Haute, Ind. Price, forty-five cents.)

The Lincoln Literary Collection, by J. P. McCaskey, is designed for the school-room and family circle. It contains more than six hundred favorite selections in prose and poetry, suited for Arbor day, Decoration day, days with the poets, etc. It is named in honor of Abraham Lincoln, in the desire to aid in extending and perpetuating the habit for which the president is remembered; that of committing to memory poems he enjoyed. A valuable suggestion in the introduction is the ready and simple method for teaching a poem to a class in a short time. The collection is rich in amount and choice in its selection. It is a valuable assistant to either teacher or pupil in preparing for regular Friday afternoon exercises, or special day entertainments. (American Book Company, New York.)

The second part in F. E. Howard's "Knickerbocker Series of School Songs" gives twenty-three pretty airs, arranged in two parts. Schumann, Stainer, Reinecke, Abt, Rubenstein, and other first-class composers are represented, and the publication of a separate book, with piano accompaniments, brings the songs into handy form, and small cost. (Novello, Ewer & Co., New York. Price, twenty-five cents.)

It is very desirable that the young should obtain a knowledge of the animal kingdom, of its divisions and their relations to each other, and of the most important of the many thousands of species. Natural history study is begun in most schools at present; this work can be supplemented by the reading of such a book as the "Natural History" issued in the Concise Knowledge Library, to the matter in which nine prominent scientists have contributed. In this book the divisions of the animal kingdom are accurately and scientifically described, as are the genera and species under each. It will be an exceedingly useful one in school and home libraries. The text is illustrated by upwards of five hundred original drawings made and reproduced expressly for this work. (D. Appleton & Co., New York.)

"Gems of School Song," edited by Carl Betz, of Kansas City, is a choice collection of songs, suitable for children of all ages, and for schools of different grades. They represent a large and varied repertory, including those favorites of the past, which are ever fresh, and the latest and best of the present. Many of the songs are those which are used in the schools of Germany, and for the most part have never before been published with English words. The songs are arranged topically; there are songs of morning, evening, night, autumn, winter, forest and stream, flowers, birds, and other creations, lullabys, etc. The selection of pieces for particular occasions is left to the taste and judgment of the teacher. (American Book Co., New York. 70 cents.)

"Gantvoort's Music Reader" combines a number of advantages within its 200 pages. It gives the rudimental musical instruction for the pupil, songs for all school occasions, and several for social meetings, and the four part songs are arranged to be sung by two or three voices. The collection is of a high class, and many old, familiar songs are introduced. In teachers' institutes and country schools the Music Reader will be gladly adopted. (The John Church Co., Cincinnati.)

Beginning with the year 1500, the historical events of our country are traced out in a little pamphlet called "Handy Helps in U. S. History and Literature." Each administration is taken up with a schedule of most important features of that time, followed by a bird's-eye view, and brief paragraphs of contemporaneous history. A literary connection is made by giving authors and titles of their works, with the historical dates. The concise arrangement of the little book recommends it. (John P. Morton & Co., Louisville, Ky. Price, thirty-five cents.)

The increasing attention paid to nature study continues to find expression in new helps in book form. H. H. Richardson has written a set of "Little Lessons in Plant Life for Children," in which are correlated lessons in language, drawing, writing, and spelling. Seeds, stems, leaf buds, leaves, flowers, and formation of seeds are taken up, with notes and questions, that will be suggestive to teachers in primary grades. (B. F. Johnson Publishing Co., Richmond, Va. Price, forty cents.)

#### Inauguration of the New York and Atlantic City Through Express.

The Pennsylvania Railroad Company announces that, commencing Friday, Dec. 17, the through fast express train between New York and Atlantic City will be placed in service daily, except Sunday, leaving New York, West Twenty-third street station, 1:20 P. M., Desbrosses and Cortlandt streets, 1:40 P. M., arriving Atlantic City 5:20 P. M. Returning, leave Atlantic City 9:00 A. M., and arrive New York 12:45 P. M.

This train will carry a Pullman buffet parlor car and combined passenger coach in each direction, stopping at Newark, Elizabeth, Trenton, and Bordentown.

The inauguration of this train formally opens the season at Atlantic City, which already gives promise of an early gathering, and one of unusual attraction and gaiety. The Lenten and ante-Lenten season at this most interesting resort is always alive, as here are gathered the most select and fashionable society people of the land, and the new through express brings it within comfortable reach of Greater New York.

#### Old Point Comfort and Washington.

##### HOLIDAY TOUR VIA PENNSYLVANIA RAILROAD.

On Dec. 28 the Pennsylvania Railroad Company will run the first of a new series of Personally-Conducted Tours to Old Point Comfort and Washington. The party will travel by the Cape Charles Route to Old Point Comfort, where one day will be spent; thence by boat up the Potomac to Washington, spending two days at that point. Round-trip rate, including transportation, meals en route, transfers, hotel accommodations, berth on steamer, and all necessary expenses, \$22.00 from New York; \$21.00 from Trenton; \$19.50 from Philadelphia. Proportionate rates from other points. At a slight additional expense, tourists can extend the trip to Virginia Beach, with accommodations at the Princess Anne Hotel.

Tickets to Old Point Comfort only, including one and three-fourths days' board at that place, and good to return direct by regular trains within six days, will be sold in connection with this tour at rate of \$16.00 from New York, \$15.00 from Trenton, \$14.00 from Philadelphia, and proportionate rates from other points.

For itineraries and full information, apply to ticket agents; Tourist Agent, 1196 Broadway, New York; or Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

Nervous people find relief by enriching their blood with Hood's Sarsaparilla, which is the one true blood purifier and nerve tonic.

## Building Notes.

## GEORGIA.

Moultrie will erect a new school building. Write H. E. Connors, architect.

Pendergrass will build school-house. Write Town Council.

Tallahassee.—The Leon County School Board will build six new school-houses at Jackson Bluff, San Luis, Live Oak, Centreville, Robertsville, and Raines.

## ILLINOIS.

Chicago will build addition to Lake View High School building. Write board of education.—Will also erect building to be called New South Division High School on Prairie avenue near 38th street. Write board of education.—Will build an addition to the Englewood high school.—Will also erect twelve-room school-house. Write Arch. Normand S. Patton, Schiller building.

Ottawa will erect a new school-house on the West Side. Write Kesson White, architect.

## INDIANA.

Fort Wayne will erect the Hoagland school-house and a new high school building. Write school board.

South Bend will erect a parochial school-house; cost \$20,000. Address Rev. J. W. Clarke, pastor.

Washington will erect a school and college building here; cost \$50,000. Write Arch. J. W. Gaddis, Vincennes.

## MASSACHUSETTS.

Boston will erect high school building on Marion street. Write Mr. Herbert D. Hale, architect.

Brockton will erect a new high school building; cost \$100,000. Write school committee.

Fall River will erect school-house; cost \$30,000. Write Arch. A. M. Marble, 9 Hamilton Place, Boston.

Holyoke.—Two new school-houses are contemplated.

Malden will build school-house; cost \$50,000. Write D. J. Flanders, general ticket agent, B. & M. R. R.

Springfield will erect new school-house; cost \$8,000. Write M. R. Richmond, architect.—Sealed proposals will be received for plumbing, program clocks, speaking tubes, etc., for new high school building. Write Messrs. Hartwell, Richardson, and Driver, architects.

Woburn will erect parochial school for

# Pears'

Have you  
used Pears'  
soap?

Did you ever  
hear of a man  
or woman be-  
ginning to use  
it and stopping?

# IVORY SOAP

If you would have your husband's  
shirt fronts immaculate give your  
laundress Ivory Soap.  
A white soap, it washes white.



St. Charles church; cost \$16,000. Write Arch. W. H. McGinty, Boston.

Worcester will build addition to Ward street school building. Write Barker & Nourse, architects.

## MICHIGAN.

Ann Arbor.—It is stated that the board of regents will probably soon advertise for plans for a new law building and a biological laboratory to cost about \$50,000 each.

Houghton will erect a new theological seminary for Finnish College Association; cost \$10,000. Write W. T. Pryor, architect.

Petosky will erect school-house in Greenwood District, No. 3. Write J. Privatt, chairman B'd'g Com.

## MINNESOTA.

Claremont will erect school-house; cost \$10,000. Write board of education.

Dodge Center will build school-house; cost \$10,000. Write school committee.

Owatonna will build school-house. Write Orff & Guilbert, architects, Minneapolis.

## MONTANA.

Anaconda will rebuild Lincoln school-house; cost \$25,000. Write Smith & Black, architects.

## NEW JERSEY.

Asbury Park will erect high school. Write school board.

Bayonne will erect a new high school building; cost \$60,000. Write Hugh Roberts, architect.

Jersey City will erect a new school building; cost \$42,000. Write Messrs. Herman & Neumann, architects.

Newark will build addition to public school building on Bruce street; cost \$25,000. Write Mr. Gustav Stachlin, architect.

New Orange.—Upsala college induced by the offer of an endowment of \$100,000 will remove from Brooklyn to New Orange, where five college buildings will be erected. Write Rev. L. H. Beck, 396 Halsey street, Brooklyn, N. Y.

Ocean Grove will erect a new high school building; cost \$50,000. Write Archs. Brouse & Arend, Trenton.

## NEW YORK.

Albany will build addition to school No. 6.

Arverne (L. I.) will build school-house; cost \$25,000. Write G. A. Edelsvard, 140 Nassau street, New York City.

Brooklyn will erect Erasmus Hall high school on Flatbush avenue, 29th ward. Write John McNamee, chairman committee. Board of education.

Buffalo will erect school-house. Write board of public works.

Flushing (L. I.) will erect four new school-houses. Write board of education.

Hempstead will build Union Free School. Cost \$60,000. Write Arch. Morrell Smith, Far Rockaway.

New York will erect a new school-house on Twenty-second street near First avenue; cost \$199,000. Write school board.

Oswego will erect school-house; cost \$12,000. Write Archs. Ambrose, Paine & Son.

Rockaway Park (L. I.)—Arch. Morrell Smith, Far Rockaway, (L. I.) has prepared plans for a school-house. Cost \$18,000.

Syracuse will erect a new Hall of Science for Syracuse university.

## NORTH DAKOTA.

New Rockford will build school-house. Write Frank Goodrich, clerk.

## OHIO.

New Lexington will erect a new school building for St. Aloysius' academy; cost \$7,000. Write Archs. Yost & Packard, Y. M. C. A. building.

Sidney will erect new school-house. Write board of education.

Toledo.—An addition will be built to Nebraska school. Write Arch. John Downey, National Union building.

## OREGON.

Chemawa will build school-house. Write editor "Oregon Statesman," Salem.

## PENNSYLVANIA.

Allegheny will build addition to 11th ward school-house on Shady avenue; cost \$20,000. Write Messrs. Rose & Fisher, architects.

Butler will erect a new school-house. Write school board.

## General Debility and Loss of Flesh

Scott's Emulsion has been the standard remedy for nearly a quarter of a century. Physicians readily admit that they obtain results from it that they cannot get from any other flesh-forming food.

There are many other preparations on the market that pretend to do what

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does, but they fail to perform it. The pure Norwegian Cod-liver Oil made into a delightful cream, skillfully blended with the Hypophosphites of Lime and Soda, which are such valuable tonics, makes this preparation an ideal one and checks the wasting tendency, and the patient almost immediately commences to put on flesh and gain a strength which surprises them.



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Baggage to and from 42d St. Depot free.  
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The special and scientific branch of dentistry known  
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adjustment with perfect mechanical construction to  
insure an artistic success and permanency.  
Having every facility for this class of work I can  
now offer reasonable prices as consistent with first  
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factory Bells for schools, Churches, &c.  
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Best Pure Cop-  
per and Tin  
Church Bells & Chimes.  
Highest Grade, Pure Tone Westminster  
Bells. Founders of Largest Bell in America

Franklin will erect a new high school  
building to cost about \$25,000. Write  
school board.

Manoa.—The Haverford school board is  
receiving estimates for a school-house.

Philadelphia will build school-house on  
Pine street for the DeLancey academy;  
cost \$75,000. Write Arch. Geo. C. Mason,  
Drexel building.—Will build parochial  
school-house; cost \$50,000. Write Rev.  
Fr. W. P. Gough, pastor, St. Columbia's  
R. C. Church, 23d street and Lehigh avenue.

—The University of Pennsylvania will erect  
a Law School building; cost \$300,000.

Wilkesburg will build school-house; cost  
\$15,000. Write Secretary W. A. Given.

### RHODE ISLAND.

Woonsocket will have a college to be  
built by Brothers of the Sacred Heart;  
cost \$40,000. Write Rev. Father Dauray,  
pastor.

### SOUTH DAKOTA.

Edgemont will build school-house.  
Write Geo. S. Stewart, clerk.

### TENNESSEE.

Memphis will erect high school. Cost  
\$40,000. Write Arch. Shaw.

### WASHINGTON.

Spokane.—Plans will be prepared for a  
new 16-room school building to be con-  
structed here.

### WISCONSIN.

Beloit will erect dormitory for Beloit  
college; cost \$30,000. Write Archs. Patton  
& Fisher, Chicago, Ill.

Clyman will erect parochial school-house  
for Lutheran Cong. Write trustees.

Merrill will erect parochial school for  
Rev. E. F. Vanhootegen's congregation;  
cost \$10,000. Write Arch. Philip Dean,  
Appleton.

Milwaukee will erect an eight-room ad-  
dition to the 15th district school; cost \$25,-  
000.—will also build an addition to primary  
school No. 1; cost \$25,000. Write board  
of public works.—Archs. Crane & Bark-  
hausen, 91 Wisconsin St., have prepared  
plans for a school for the Holy Angels  
academy. Cost \$12,000.

Ripon.—A Science Hall to cost \$30,000  
will be added to Ripon college.

### Improved Steam Engine.

A new combination of steam engine and  
boiler is proposed by W. Schmidt, of  
Ballenstadt, Germany, the construction in  
this case being considered a valuable im-  
provement on that class in which the  
cylinder of the engine is either partly or  
wholly arranged in the boiler. The objects  
aimed at and believed to be accomplished  
is for a steam boiler and engine capable of  
yielding a high effect, requiring repairs  
only at very long intervals and not neces-  
sitating continual attention. These advan-  
tages are attained by arranging the cylinder  
of the engine within the interior of the  
boiler, with the lower end projecting into  
the firebox. The cylinder serves as a stay  
to the crown sheet. The engine is single  
acting and the valve is placed in the steam  
and water room of the boiler. Still further  
to secure efficient results by means of this  
arrangement, there are provided, in addition  
to the heating surface furnished by the  
firebox, a number of drop tubes, which add  
very much to the steam generating capacity  
of the boiler.

## No More Scrofula

Not a Symptom of the Affliction  
Since Cured by Hood's.

"When our daughter was two years old  
she broke out all over her face and head  
with scrofula sores. Nothing that we did  
for her seemed to do any good. We be-  
came discouraged, but one day saw  
Hood's Sarsaparilla so highly recom-  
mended that we decided to try it. The  
first bottle helped her, and after taking  
six bottles her face was smooth and we  
have not seen any signs of scrofula re-  
turning." **SILAS VERNOOY**, West Park,  
New York. Get only Hood's because

**Hood's Sarsa-  
parilla**

Is the best—in fact the One True Blood Purifier.

**Hood's Pills** cure nausea, indigestion,  
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R. E. & Co., 28 Cornhill St., N. Y.

## Interesting Notes.

Poems of Knightly Adventure, No. 26 in the Standard Literature Series (University Publishing Co., New York), is just ready. This number includes four complete poems with notes, viz.: Tennyson's "Gareth and Lynette," Arnold Matthew's "Sohrab and Rustum," Macaulay's "Horatius," Lowell's "Vision of Sir Launfal." Prof. Edward Everett Hale, Jr., Ph. D., professor of rhetoric in Union college, Schenectady, N. Y., has prepared the biographical and critical introduction. The introductory matter comprises twenty-nine pages. Special sections are devoted to figures of speech, meter, and diction. The pages are supplied with ample explanatory foot-notes. The paper is bright and clear in tone, and the pages are fair and open. The press work is clear and attractive. Altogether, this edition will be very stimulating and satisfactory to educators who are looking for the best high school texts and supplementary reading. In the same series there are also in preparation Cooper's "Water Witch" and Cooper's "Last of the Mohicans," Scott's "Tales of a Grandfather," and George Eliot's "Silas Marner." This series is deservedly popular, and is meeting with a wide acceptance.

### "Grip."

C. A. Bryce, A. M., M. D., Richmond, Va., editor of "The Southern Clinic," in writing of the above complaint says: "We have found much benefit from the use of antikamnia in the stage of pyrexia and muscular painfulness, and later on, when there was fever and bronchial cough and expectoration, from antikamnia and codeine."

Throat Troubles. To allay the irritation that induces coughing, use "Brown's Bronchial Troches." A simple and safe remedy.

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Christmas Holiday Tour via Pennsylv-  
vania Railroad.

The annual Christmas holiday tour to Washington under the Personally-Conducted Tourist System of the Pennsylvania Railroad will leave New York on Tuesday, December 28. These tours appeal especially to the teachers of New York, Brooklyn, and vicinity, affording an exceptional opportunity to visit the National Capital at the height of the season. The tour of the present season will contain many interesting features, including an opportunity for a trip to Mt. Vernon and Alexandria. At a slight additional expense those who desire may first visit Old Point Comfort, spending a day there, and continue to Washington by boat. The Pennsylvania Railroad's Christmas holiday tours have an enviable reputation.

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